

# Swarthmore

## College Bulletin 2021-2022

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# College Contact Information

Swarthmore College  
500 College Avenue  
Swarthmore PA 19081-1390

Online at [www.swarthmore.edu](http://www.swarthmore.edu)

Main number 610-328-8000

Office of the President	<b>Valerie Smith</b> President
Academic Policy	<b>Sarah Willie-LeBreton</b> Provost and Dean of the Faculty
Admissions	<b>James L. Bock III</b> Vice President and Dean of Admissions
Advancement	<b>Elizabeth Boluch Wood</b> Vice President for Advancement
Career Services	<b>Erin Massey</b> Senior Associate Director
Communications	<b>Andy Hirsch</b> Vice President for Communications
Facilities	<b>Andrew Feick</b> Associate Vice President for Sustainable Facilities Operations and Capital Planning
Finance	<b>Gregory N. Brown</b> Vice President for Facilities and Capital Projects
Financial Aid	<b>Varo L. Duffins</b> Director of Financial Aid
Human Resources	<b>Beth Glassman</b> Vice President for Human Resources
Records and Transcripts	<b>Kristen Smith</b> Registrar
Student Services	<b>James S. Terhune</b> Vice President for Student Affairs

The College expressly prohibits any form of discrimination and harassment on the basis of any College-recognized protected classification, including sex, race, color, age, religion, national or ethnic origin, sexual orientation, gender identity or expression, pregnancy, marital status, medical condition, veteran status, or disability in any decision regarding admissions, employment, or involvement in a College program or activity in accordance with the letter and spirit of federal, state, and local non-discrimination and equal opportunity laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, The Age Discrimination in Employment Act, The Americans with Disabilities Act and ADA Amendments Act, The Equal Pay Act, the Pennsylvania Human Relations Act, and the Borough of Swarthmore Ordinance on Non-Discrimination.

The Swarthmore College Department of Public Safety is responsible for the overall security of Swarthmore's campus and is the first contact and first responder for all campus emergencies. Its charge is to protect persons and property, preserve the peace, deter crime, apprehend criminal offenders, recover lost and stolen property, perform services as required, enforce appropriate College regulations, and maintain a sense of community security and confidence in the department. A copy of the College's Annual Fire Safety and Security Report, describing safety programs and policies as well as crime statistics, is available at [swarthmore.edu/public-](http://swarthmore.edu/public-)

*safety/annual-fire-safety-security-report. To obtain a paper copy of this report, please contact Public Safety at 610-328-8671 or visit the Department of Public Safety at the Benjamin West house.*

*This Bulletin contains policies and program descriptions as of September 20, 2020, 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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DIRECTIONS TO SWARTHMORE COLLEGE

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2021 Fall Semester	
DATE	EVENT
August 30	Classes begin.
September 6	Labor Day Holiday. No classes.
September 13	Drop/add ends. Last day to delete a course from or add to permanent registration.
October 1	Final examination schedule available online.
October 8	Fall Break begins after last class.
October 18	Fall classes resume at 8:30 a.m.
October 27	Schedule of courses and seminars for next semester available online.
November 5	Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade notation "W."
November 1–12	Advising period.
November 15–17	Pre-enrollment for spring semester.
November 17	Pre-enrollment ends at 4 p.m.
November 24	Thanksgiving Break begins after last class.
November 29	Fall classes resume at 8:30 a.m.
December 1	Note: All accounts must show a zero or positive balance to enroll or select a room for spring semester.
December 6–8	Monday follows the "Monday" class schedule, replacing the Labor Day holiday. Tuesday follows the "Thursday" class schedule, replacing the Thursday of Thanksgiving break. Wednesday follows the "Friday" class schedule, replacing the Friday of Thanksgiving break.
December 8	Classes end. Lottery for spring housing.
December 12	Finals begin.
December 12–18	Note: Final examinations are not rescheduled to accommodate travel plans.
December 17	100-level seminars end. The fourteenth meetings of Fall 100-level seminars may meet in either the seminar format or for a final exam, up to the discretion of the professor.
December 18	Finals end at noon. Residence halls close at 6 p.m. Meal plan ends at lunch.
January 7	All Fall grades due by noon.

## 2022 Spring Semester

DATE	EVENT
January 15	Residence halls open at noon.
January 16	Meal plan starts at dinner.
January 17	Martin Luther King Jr. (MLK) Day Holiday.
January 18	Preparation Week Begins.
January 24	Remote Classes Begin.
January 31	In-person Learning Resumes.
February 4	Drop/add ends. Last day to delete a course from or add one to permanent registration. Students with once-a-week classes may extend some adding and dropping into the third week of classes, depending upon the approval of the professor teaching the class to be added.
March 1	Final examination schedule available online.
March 4	Spring Break begins after last class.
March 14	Spring classes resume at 8:30 a.m.
March 23	Schedule of courses and seminars for next semester available online.
March 25	Last day to declare CR/NC grading option. Last day to withdraw from a course and receive the grade "W."
April 1	Note: All accounts must show a \$0 or positive balance to enroll and select a room for the fall semester.
March 28–April 8	Advising period.
April 11–13	Pre-enrollment for fall semester.
April 13	Pre-enrollment ends at 4 p.m.
April 29	Classes and seminars end.
May 5–12	Course Final & Honors written examinations. If you must make travel arrangements before the examination schedule is published, do not expect to leave until after finals.
May 13	Meal plan ends at dinner for all but seniors.
May 13	Residence halls close to all but seniors at 11:59 p.m. (Non-seniors are expected to leave the College within 24 hours after their last examination.)
May 15–17	Honors orals
May 17	Faculty deadline for senior grades due
May 21	Baccalaureate
May 22	Commencement
May 23	Residence halls close to seniors at 9 a.m.
May 27–29	Alumni Weekend

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# 1 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 425 acres of rolling wooded land in and adjacent to the Borough of Swarthmore in Delaware County, Pa. It is a small college by deliberate policy, with an enrollment of approximately 1,600 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 cooperation possible with three nearby institutions, Bryn Mawr and Haverford colleges and the University of Pennsylvania.*

## 1.1 Objectives and Purposes

*Swarthmore College provides learners of diverse backgrounds a transformative liberal arts education grounded in rigorous intellectual inquiry and empowers all who share in our community to flourish and contribute to a better world.*

## 1.2 Varieties of Educational Experience

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

## 1.3 The Religious Tradition

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

## 1.4 Tradition and Change

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

## 2 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.*

### 2.1 The Endowment

*The educational resources at Swarthmore College have been provided by gifts and bequests from many alumni, foundations, corporations, parents, and friends. In addition to unrestricted gifts for the operating budget, these donors have contributed funds for buildings, equipment, collections of art and literature, and permanently endowed professorships, scholarships, awards, book funds, and lectureships. Their gifts to Swarthmore have not only provided the physical plant but also have created an endowment fund of \$1.956 billion at market value on June 30, 2017. Swarthmore is ranked among the highest in the country in endowment per student. Income from the endowment during the academic year 2016-2017 contributed approximately \$46,360 to meet the total expense of educating each student and provided about 50 percent of the College's operating revenues.*

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

### 2.2 Libraries

*The Libraries support the core mission of the College through active participation in the instructional and research program and the curation of collections in a variety of formats.*

*Subject specialist librarians foster the development of student critical research skills by supporting student research projects and partnering with faculty to deliver course-specific instruction - meeting with 75 individual courses over the 2017/18 academic year. Library research instruction focuses on helping students learn to navigate the contemporary information environment critically and thoughtfully.*

*Through formal and informal learning experiences students begin to understand their role in the broader scholarly conversation. Students who seek opportunities to develop deeper research and information technology skills can participate in library programs including the seminar-based Library Internship and our Lib/Lab Fellows in digital scholarship. ITS and the Libraries partner to offer the summer SPEED program in which students work with faculty, library, and IT staff on digital projects ranging from visualizations of early English novels to a Navaho verb generator. This program parallels the Libraries work consulting with faculty on a wide array of emerging tools and technologies for teaching and research.*

*Swarthmore, as part of the Tri-College Library Consortium along with Haverford and Bryn Mawr colleges, takes advantage of a long history of cooperation and a unified, online catalog, Tripod, in building a research-quality collection. Through the consortium and a network of cooperative arrangements with other academic institutions, the Libraries provide students and faculty access to cultural and scholarly resources from libraries across the globe.*

*The Libraries are a leader in advancing the conversation on and progress towards a more just and inclusive campus. Library staff work with the Dean's Office and other campus partners to enable all students to fully to participate in the academic life of the College. The Libraries support first-generation and low-income students through provisioning of texts and textbooks, laptops and other critical resources for learning. Library staff support students with disabilities by ensuring that library resources are as accessible as possible and playing a central role in campus accessibility efforts. Responsive to the emerging needs and issues on campus, the Libraries are committed to pursuing an array of initiatives in collaboration with campus partners to foster sustainability, equity and justice. The Libraries' ever-evolving spaces meet community needs for exhibitions and public gatherings, individual and group study, teaching and learning, printing, production and access to technology.*

*Swarthmore College library holdings include over 600,000 print monographs and serials with thousands of new volumes added annually. In addition to the print collection, the libraries provide access to extensive holdings of e-books, e-journals and databases. 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 majority of these government document titles are now available online. The libraries also provide access to multidisciplinary collections of video and music, in both physical and streaming formats. The video collection includes classic U.S. and foreign films as well as educational, documentary, and experimental films. Materials associated with the research and scholarship of the College and collections of digitized archives or items of historical importance such as student theses, faculty publications, art images, the yearbook and student newspaper, and streamed videos of College performances can be found in locally-created digital repositories.*

The collections are housed in three libraries. The Thomas B. and Jeannette L. McCabe Library is the center of the College library system and is home to the major portion of the collections in the humanities and social sciences. It has extensive public computing resources, a wide variety of reading and study areas, and several video viewing rooms. In 2018, the Color Room (the Frank and Vera Brown Study Room) opened. Dedicated to the interdisciplinary study of color and to Swarthmore couples past, present and future it contains a selection of books on color, pigment samples, and cards, and objects to facilitate exploration of color.

Located within the Science Center, the Cornell Library of Science and Engineering is the most popular study space on campus. Cornell Library staff provide research consultation and support student and faculty work in the sciences, mathematics, and engineering through extensive collections of monographs, journals, videos, data and other resources.

The Underhill Music and Dance Library in the Lang Music Building facilitates research in the performing arts through a highly curated collection including books, journals, sound recordings and videos. Staff offer expert research advice. Underhill provides a wide variety of listening and viewing facilities and has some of the loveliest views of the Crum Woods.

The Libraries also help curate and increase the visibility of a variety of specialized collections across campus in the Black Cultural Center, the Beit Midrash (located in the Bond Lodge 5), the Women's Resource Center, the Lang Center for Civic and Social Responsibility, and the Language Resource Center. These collections are all findable through the Tripod library catalog.

## 2.2.1 Special Library Collections

The Rare Book Room in McCabe Library contains several special collections: the Book Arts & Private Press Collection, an exemplary collection of artists' books and fine press printing dating from the 16th century to the present day; British Americana, accounts of British travelers in the United States; the works of English poets Wordsworth and Thomson bequeathed to the library by Edwin H. Wells; the works of Seamus Heaney, winner of the Nobel Prize for Literature, 1995; the W.H. Auden Collection commemorating the English poet who taught at Swarthmore in the mid-1940s; the David H. Keller Collection, consisting of science fiction and fantasy pulp magazines from the 1920s through the 1960s; and the Bathe Collection of the History of Technology, donated by Greville Bathe.

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

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

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

The Swarthmore College Peace Collection is of special interest to research students seeking records of the peace movement. The records of the Women's International League for Peace and Freedom and the personal papers of Jane Addams of Hull-House, Chicago, formed the original nucleus of the Collection (1930). Over the years, other major collections have been added including the papers of Devere Allen, Emily Greene Balch, Danilo Dolci, Belva Lockwood, Homer Jack, A.J. Muste, Scott Nearing, John Nevin Sayre, Wilhelm Sollmann, André and Magda Trocmé, and others as well as the records of the American Peace Society, A Quaker Action Group, Center on Conscience and War, Code Pink, Fellowship of Reconciliation, Friends Committee on National Legislation, The Great Peace March, Lake Mohonk Conferences on International Arbitration, Military Families Speak Out, National Council for Prevention of War, SANE Inc., United for Peace and Justice, War Resisters League, Women Strike for Peace, and many others. The Peace Collection serves as the official repository for the archives of these organizations. The Peace Collection also houses more than 14,000 books and pamphlets over 3,000 periodical titles, more than 20,000 linear feet of manuscripts, over 50,000 photographs and other images, thousands of audio and video recordings, and memorabilia. Periodicals are currently received from 22 countries. The comprehensive website [www.swarthmore.edu/library/peace](http://www.swarthmore.edu/library/peace) describes the archival holdings and resources.

## 2.3 Information Technology Services

*Information Technology Services (ITS) provides technology resources to support the instructional mission, residential life, and administrative work of the College. Services are available to all students, faculty, staff, and alumni. ITS works in partnership with the Swarthmore community to meet its mission.*

*Swarthmore provides a rich, robust, and secure technology infrastructure. All campus buildings are served by wired and wireless networks. In addition to network services, a cell phone signal distribution system is installed in the residence halls. Presentation technology is available in every classroom. Swarthmore's information systems provide a wide range of academic and administrative information services to the College community.*

*Public computers and printing services are available to students in the residence halls, McCabe, Science, and Music Libraries, and in other public spaces on campus. Public computer labs are located in Trotter and McCabe Library, and there are many departmental computer labs across campus that meet the specific needs of academic disciplines. A wide array of commercial and open source software is available for use on all public computers to support academic work.*

*The Media Center in Beardsley provides access to a rich set of multimedia tools and the newest technologies available for experimentation and creation of audio, video, multimedia, high-quality color and 3-D output for curricular and extracurricular work. Music composition/editing computers are available in the Music Library. Language study and video editing are supported in the Language Resource Center in Kohlberg Hall. Some academic software is available for downloading by the College community. The Swarthmore Campus and Community Store also sells a variety of software at competitive prices.*

*The ITS Help Desk located in Beardsley Hall serves students, faculty, and staff who have technology questions or problems and is available by phone on campus at X4357 (HELP), off campus at 610-328-8513, or via email at [help@swarthmore.edu](mailto:help@swarthmore.edu). Computer repair services are also available for students (a fee is charged for parts and labor).*

## **2.4 Communications**

*The Communications Office is responsible for strategic communications efforts at the College, particularly those relating to admissions and aid, advancement, the College's website, social media, and media relations.*

*In collaboration with other College offices, the Communications Office leads the development and implementation of an overall web strategy for the College. It produces a broad range of print and digital materials for the College's on- and off-campus audiences, including the award-winning Swarthmore College Bulletin, an annual college calendar, and Sw@tNews, a digital newsletter for alumni, parents, and the campus community. In addition, it produces and maintains content for key areas of the Swarthmore website, including the homepage and other top-level sections of the site.*

*The Communications Office maintains standards for the College's print and digital publications, including a College design and style guide, and resources for the appropriate use of the College logo. It also provides editorial, photographic, graphic design, print production, and web content support services to administrative offices and academic departments across campus. Permission from the office is required for all photo, film, or video filming on the Swarthmore campus by external vendors or members of the media.*

## **2.5 Physical Facilities**

*When Swarthmore College opened in fall 1869, it consisted of one building-Parrish Hall-set on farmland and serving 199 students. Today, the College encompasses more than 70 buildings used by approximately 1,550 students on 373 acres. The core of the academic campus, comprising 153 acres, is bounded by 220 acres of woods, a valuable natural resource for research, recreation and relaxation. The College maintains about 100 units of faculty housing in the Borough of Swarthmore and adjacent municipalities.*

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

### **2.5.1 The Academic Core of Campus**

*Parrish Hall, the original College building, remains the heart of the campus. Admissions, the Registrar's Office, the President's Office, and Dean's Office share space with the Financial Aid Office, Career Services, numerous student groups, and two floors of student residences. Sited by the founders on a ridge at the highest elevation in Delaware County, Parrish commands views south toward the Delaware River and New Jersey and north and west toward the Crum Woods. Most academic buildings are located on the plateau to the north of Parrish Hall; McCabe Library, Clothier Memorial Hall and the Hormel-Nguyen Intercultural Center share the ridge. Sharples Dining Hall, Worth Health Center, and several residence halls are located on the gentle slope to the south. Athletic facilities occupy former farmland to the south and southeast.*

The North Quad is bounded by Kohlberg Hall, with its popular coffee bar and state of the art facilities for the departments of Modern Languages and Literatures, Economics, and Sociology and Anthropology; Martin Biological Laboratory and associated greenhouse; Beardsley Hall, the home of the Department of Art, with large studio spaces; the Department of Philosophy; and a Media Center staffed by the Department of Information Technology Services; and the Science Center, which physically links the Department of Biology with the departments of Chemistry and Biochemistry, Computer Science, Mathematics and Statistics, Physics and Astronomy, and the Cornell Science and Engineering Library. Eldridge Commons, with its coffee bar, group study tables and lounge, is an important gathering spot which fosters serendipitous conversations and interdisciplinary collaboration.

The adjacent Nason Garden quad is framed by Beardsley Hall as well as Trotter Hall, which houses the departments of Classics, History and Political Science, along with the Center for Social and Policy Studies and interdisciplinary programs in Asian Studies, Black Studies, Cognitive Science, Gender and Sexuality Studies, Interpretation Theory, Latin American and Latino Studies and Peace and Conflict Studies, and the Writing Center. Pearson Hall is home to the Linguistics, Educational Studies, and Religion departments. The Biology, Engineering and Psychology building, now under construction, will house these three departments and will provide common space for gatherings of students, faculty and staff in part of the campus.

The Metasequoia Allée leads from Parrish Hall to the Lang Performing Arts Center, home to the English Literature and Theater departments and the program in Dance. The Pearson-Hall Theater seats 730 in a divisible tiered space with sophisticated lighting and sound systems. The Frear Ensemble Theatre on the lower level is a black box theater which serves as an experimental and instructional studio. The Boyer Dance Studio and the Troy Dance Lab support the Dance program. The List Gallery entered from the allée, is curated by the Department of Art and Art History and hosts student and alumni exhibits as well as those of invited artists.

An open bridge, with views into the Crum Woods, connects the Performing Arts Center to Lang Music Building, home to the Music and Dance Department. The Eugene and Theresa M. Lang Concert Hall is one of the College's iconic spaces, seating 425 in an unusual tiered arrangement. Windows fill the entire back wall of the stage, offering an expansive view deep into the Crum Woods. The building is also home to the Underhill Music and Dance Library, classrooms, practice and rehearsal rooms, and an exhibition area in the two-story lobby.

Just east of Parrish Hall sits McCabe Library, the main library on campus and the focus of research and intellectual inquiry. McCabe houses the Friends Historical Library, the national repository of the Society of Friends (the Quakers) in America. The Peace Collection, established nearly 60 years ago, focuses on non-governmental efforts for nonviolent social change, disarmament and conflict resolution between peoples and nations.

Facing McCabe Library across Parrish Lawn is Clothier Memorial Hall, with a snack bar and a large multipurpose space framed by exposed wood trusses and tracery windows. Offices for student organizations in the cloister at Clothier Hall complement similar facilities in the adjacent Hormel-Nguyen Intercultural Center. The Center provides robust opportunities for student-led and student-centered programming hosted by the Intercultural Center, the Interfaith Center, and the Office for International Students.

The Lang Center for Civic and Social Responsibility helps students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern by connecting the campus, curriculum, and communities. It houses two classrooms, two small conference rooms, a library, Social Innovation Lab, and office space for Lang Center and Office of Sustainability staff, as well as many signature programs (described below).

Whittier Hall, near the Lang Center, has a flexible design and a two-fold purpose: to serve as a temporary home for the Department of Psychology and shops associated with the Department of Engineering until the Biology, Engineering and Psychology building is completed in 2020; and as a permanent location for studio classrooms, student studios, and seminar rooms for the Department of Art and Art History.

## **2.5.2 Athletic Facilities**

Lamb-Miller Field House contains basketball practice courts, an indoor track, locker and equipment rooms, and administrative offices for the Department of Physical Education and Athletics. The adjacent Tarble Pavilion provides competition courts for basketball. Just east of the field house are the baseball and softball fields. Matchbox, a wellness/fitness center with state of the art fitness equipment, houses a multi-purpose space with a sprung wood floor for aerobics, Zumba and other fitness activities, the administrative office of the College's Recreation/Wellness program, and a Theater practice space. Ware Pool is a 10-lane by 10-lane competition pool under a distinctive peaked roof. The Cunningham Courts and Faulkner Courts each provide six competition tennis courts, supplemented by three indoor courts at the Mullan Tennis Center. Clothier Field, adjacent to the Field House, is an all-weather surface for year-round field sports. It is circumscribed by a state of the art eight-lane outdoor track. Cunningham Fields provides four fields, supported by the Delmuth-Rath Field House. Ample open lawn areas throughout campus accommodate and inspire a range of informal and spontaneous physical activity from Frisbee throwing to water sliding.

## **2.5.3 Residential Life**

*The College provides a variety of residential experiences, from single to quad occupancy, in traditional residence halls and smaller-scale settings. PPR Apartments provides an option for suite-style living. Outdoor space for cooking and eating is a popular amenity at several residence halls. All buildings have shared lounges and laundry facilities and wireless internet service; many have kitchens for student use. Residential Community Coordinators are members of the Dean's Office staff who provide administrative support for students in clusters of residence halls. Residential advisors on each floor provide peer-to-peer support. Residence hall rooms are assigned by lottery in a system managed by the Office for Student Engagement.*

## **2.5.4 Social Development**

*Sharpley Dining Hall provides communal dining, ensuring that students have the opportunity to interact regularly at mealtimes. Private dining rooms at Sharpley can be reserved by students and are frequently used by special-interest groups and clubs. The student-run Crum Cafe in Sharpley is a popular venue in which student groups host special-interest or specialty-cuisine events. Coffee bars in the Science Center and Kohlberg Hall provide quick service and a variety of grab-and-go options. Near the dining hall are Kitao Gallery, a student-run art gallery, Olde Club, a party/concert venue, and the Women's Resource Center. Two fraternity houses provide social space for Delta Upsilon, a national fraternity, and Phi Si, an independent fraternity. Brothers live in the residence halls. The Black Cultural Center at Robinson House provides social as well as educational facilities for students. The Hormel-Nguyen Intercultural Center provides programming for a variety of intercultural organizations and program space for the Interfaith Center. Worth Health Center tends to students' health and wellness through Student Health Services, Counseling and Psychological Services (CAPS), and wellness education. Multi-purpose space is distributed across campus, in Clothier Memorial Hall, Eldridge Commons, McCabe Library's atrium and Matchbox. The parlors in Parrish Hall, on either side of the front door, have retained their original function as living rooms for students since the founding of the college. The Swarthmore Campus and Community Store provides a broad range of offerings, from textbooks to toiletries, and is owned and operated by the college. All buildings and major outdoor spaces on campus have WiFi coverage.*

## **2.5.5 Scott Arboretum**

*Much of the college campus has been developed with horticultural and botanical collections 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 to afford examples of the better kinds of trees and shrubs that are hardy in the climate of eastern Pennsylvania, and are suitable for planting by the average gardener. All woody collections are labeled and recorded. Exceptionally fine displays include hollies, flowering cherries, conifers, magnolias, tree peonies, lilacs, rhododendrons, azaleas, hydrangeas, and witchhazels. Specialty gardens include the Terry Shane Teaching Garden, the Entrance Garden, the Theresa Lang Garden of Fragrance, the Dean Bond Rose Garden, the Isabelle Bennett Cosby '28 Courtyard, the Nason Garden, the Metasequoia Allée, the Harry Wood Courtyard Garden, the Pollinators Garden, and the Gold Medal Plant Garden. Many interested donors have contributed generously to the collections, and the arboretum is funded primarily by restricted endowment funds with a combined market value of about \$39 million. The mission of the Scott Arboretum is to delight and educate all visitors and inspire them to enjoy the many benefits of horticulture. This "garden of ideas" features varieties that perform well in the region, encouraging wise stewardship as well as the cultivation of plants to sustain the body, enchant the eye, and soothe the spirit.*

*The arboretum offers educational horticulture programs to the general public and Swarthmore students. These workshops, lectures, classes, and activities are designed to cover many facets of the science/art called gardening. Tours are conducted throughout the year for College students, faculty and staff, and interested public groups. The administrative offices of the arboretum are located in Cunningham House. The adjacent Wister Education Center and Greenhouse provides multi-purpose space to support the broad range of programs sponsored by the arboretum.*

*Aiding the arboretum staff in all its efforts are the Associates of the Scott Arboretum. This membership organization provides financial support and assistance in carrying out the myriad operations that make up the arboretum's program, such as plant propagation, public lectures, workshops, publications, and tours of other gardens. More than 100 volunteer Arboretum Assistants aid in arboretum maintenance on a regular basis. Student memberships are available and the arboretum provides interesting and educational job opportunities for students. The arboretum's newsletter, *Hybrid*, publicizes its activities and provides up-to-date information on seasonal gardening topics. Maps for self-guided tours and free brochures of the plant collections are available at the Scott offices, 610-328-8025, located in the Cunningham House, as well as online and in brochure boxes on educational signs in many gardens.*

*The arboretum conducts applied research on ornamental plants and holds three recognized North American Plant Collections: hollies, magnolias, and oaks. The arboretum is accredited at Level III in the ArbNet Arboretum Accreditation Program. For more information and a calendar of events, to sign up for the "Garden Seeds" blog, or obtain membership information, and brochures, visit [scottarboretum.org](http://scottarboretum.org).*

## **2.6 Special Funds and Lectureships**

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

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

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

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

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

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

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

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

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

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

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

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

*The Brown Family Travel Fund, established in 2011 by Vera Grant Brown '70 and Frank I. Brown '68, recognizes and honors the special contribution that parents and family members have played in helping their student prepare for college and come to Swarthmore. It provides support for families to travel to landmark events or programs involving their student that would not be possible otherwise due to cost of transportation and lodging. These might include Commencement exercises, athletic competitions, performing arts productions, academic presentations and the like. The use of the fund is under the direction of the Dean's Office.*

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

*The William J. Carter '47 Religious Harmony Fund was established in 2011 by a bequest from William J. Carter '47. The fund's purpose is to encourage and promote understanding, harmony and respect among the various religions of the world.*

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

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



*The Cilento Family Endowed Fund for Islamic Studies and Arabic, established in 2018, supports the Islamic Studies and Arabic program at Swarthmore College, with a preference for faculty support. This fund is administered by the Provost's Office.*

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

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

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

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

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

*The William J. Cooper Foundation provides funding for a varied program of lectures, exhibits, and concerts, which enriches the academic work and cultural experience of the College and the community. The foundation was established by William J. Cooper, a devoted friend of the College whose wife, Emma McIlvain Cooper, served as a member of the Board of Managers from 1882 to 1923. It provides annual funds that are used "in bringing to the College eminent citizens of this and other countries who are leaders in statesmanship, education, the arts, sciences, learned professions and business, in order that the faculty, students and the College community may be broadened by a closer acquaintance with matters of world [interest]."*

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

*The Bruce Cratsley '66 Memorial Fund income, but not the principal, shall be used at the discretion of the Art Department faculty to support the photography program. The use may include, but not limited to the purchase of equipment and materials; exhibition support; student summer opportunities; visiting speakers; and other activities.*

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

*The Dean's Discretionary Board Endowment Fund was established in 2016 to help defray non-tuition costs for students who are first generation and/or low-income and/or belong to traditionally underrepresented backgrounds in their pursuit of a Swarthmore College education. This fund is administered by the Dean's Office.*

*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 Earthworms Ultimate Club Sports Fund was established in 2017 by Michael Morton '97. The Fund is intended to provide budgetary support for club sports in honor of Morton's exciting memories playing Ultimate Frisbee at Swarthmore. The goal is to continue to foster a positive, competitive, character-building environment where students can become better athletes and better people through sports.*

*The Embedded Study Endowment Fund was established in 2016 by an anonymous donor. Administered by the Provost's Office, this fund is intended to provide enriching, global learning experiences for Swarthmore students by supporting travel and other expenditures related to courses with an embedded beyond-the-classroom study component.*

*The Elizabeth Pollard Fetter Chamber Music Fund, endowed by Frank W. Fetter '20, Robert Fetter '53, Thomas Fetter '56, and Ellen Fetter Gille in memory of Elizabeth Pollard Fetter '25, subsidizes the private instrumental lessons of outstanding student string players at the College. Interested applicants should write to the director of the Fetter Chamber Music program and should plan to audition at the beginning of each semester.*

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

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

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

*The Swarthmore College Folk Dance Club Endowment was established in 2010. This fund supports activities of the Swarthmore College Folk Dance Club.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The Anne Ashbaugh Kamrin '51 Fund for Vocal Music was established in 2014 by Robert P. Kamrin and Anne Ashbaugh '51. This fund supports opportunities for students to participate in choral groups on campus sponsored by the Music Program, with preference for providing enhanced support for the Swarthmore College Chorus and chamber choir. This fund, under the direction of the Music Program of the Department of Music and Dance and the Provost's Office, may also support other opportunities to enhance the vocal arts on campus for the benefit of all students.*

*The Kaori Kitao Cinema History Endowment. Established in 2013 by Kaori Kitao, Professor Emerita in Art History, to celebrate her 80th birthday, supports curricular, scholarly and public events that explore history of cinema, with a preference for silent cinema, such as the annual public screening of silent films from worldwide sources, in recognition of its historical, cultural and cross-cultural importance, but open to other topics and purposes. The fund will be administered by the coordinator of the Film and Media Studies Department in consultation with other relevant departments.*

*The Kaori Kitao Endowment for Mathematics, established in 2012 by Kaori Kitao, Professor Emerita in Art History, to celebrate her 80th birthday, supports a visiting lecture or lecture series in the Mathematics and Statistics department colloquium with a preference for topics in geometry, topology, and the history of mathematics, at the discretion of the department. Creation of this fund was motivated by the donor's desire to fulfill her alternate ambition for a career in mathematics which never materialized. The Mathematics and Statistics Department will administer the fund.*

*The Kaori Kitao Endowment for the List Gallery, established in 2013 by Kaori Kitao, Professor Emerita in Art History, to celebrate her 80th birthday, supports a variety of educational initiatives to be organized and administered by the List Gallery director. Supported initiatives include a student fellowship in curatorial studies, the publication of exhibition catalogs for emerging artists, on-site sculpture and installation projects, and the hiring of technical and administrative assistants as needed in order for the director to pursue such additional programming.*

*The Kaori Kitao Humanities Research Fellowship Endowment. Kaori Kitao, Professor Emerita in Art History, established this research fellowship in 2013 in celebration of her 80th birthday. The fund supports students in the humanities by providing grants to encourage and facilitate historical research, original scholarship, and professional development, with a preference for Italian Studies, Japanese Studies, and Performing Arts. The fund is administered by the Division of the Humanities and the Provost's Office.*

*The Lillian Kraemer '61 Leadership Fund was endowed and established through the generosity and vision of Lillian Kraemer '61 to enable students and members of the Swarthmore community the opportunity to participate in experiences that cultivate their leadership capacities, including but not limited to the Womxn's Leadership Summit. Through experiential learning, off- and on-campus skill development, and innovative pedagogical thinking, the Lillian Kraemer '61 Leadership Fund will help individuals reach their highest leadership potential.*

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

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

*The Lucinda M. Lewis '70 and Sarah Reynolds '09 Mathematics Endowment was established in 2012 by Robert J. Reynolds. This fund supports visiting scholars to the department of mathematics and student participation in conferences. Recipient(s) will be chosen by the chair of the department of mathematics.*

*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 Lucinda M. Lewis '70 and Sarah E. Reynolds '09 Field Hockey Endowment was established in 2009 by Robert Reynolds P'09 in honor of his wife and daughter. Cindy was an avid field hockey player at Swarthmore from 1966-1970, and Sarah from 2006-2009. This fund will be administered by the Athletics Department and supports activities and expenses associated with the field hockey program at Swarthmore College including training trips and trips by field hockey coaching staff to high school field hockey games and tournaments.*

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

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

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

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

*The Caro Elise Luhrs '56 Business and Leadership Endowment was established by Caro Elise Luhrs '56 in 2011. This fund better prepares students for assuming leadership positions in whatever liberal arts and science fields they may go into by giving them grounding in basic business skills. Activities supported by this fund will foster strong communication skills, inspire new ways to develop innovative solutions, and encourage entrepreneurship thought and action.*

*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 Barbara W. Mather '65 Political Science Honors Endowment was established in 2012 in honor of Barbara W. Mather '65, an exceptional and agile leader who served as chair of the Swarthmore College Board of Managers from 2004-2012. As Barbara was a Political Science major as a student, this fund supports the Honors Program in Political Science, which includes visiting examiners, special lectures, thesis work, and other special projects of Political Science honors majors.*

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

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

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

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

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

*The Men's Soccer Endowment was established in 2017 by David McElhinny '75 and Thomas Spock '78. This fund supports the athletics program at Swarthmore College and activities and expenses associated with the men's soccer program, including training trips, winter break trips, and other program enhancing projects.*

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

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

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

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

*The Project Pericles Fund of Swarthmore College was created in 2005 to support ambitious, social change-oriented projects of groups of Swarthmore students. Eugene M. Lang '38 and the Board of Managers of the College contributed to the endowment, which is administered by the Lang Center for Civic and Social Responsibility.*

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

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

*The Mary Herndon Ravdin '50 Endowment for Partners in Ministry was established in memory of Mary Herndon Ravdin in 2008 by her husband, William D. Ravdin '50. This fund supports the Partners in Ministry program at Swarthmore College.*

*The Lucinda M. Lewis '70 and Sarah Reynolds '09 Mathematics Endowment was established in 2012 by Robert J. Reynolds. This fund supports visiting scholars to the department of mathematics and student participation in conferences. Recipient(s) will be chosen by the chair of the department of mathematics.*

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

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

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

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

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

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

*The Schmelz Family Endowment was established in 2012 by John and Diane Schmelz. This fund supports the athletics program at Swarthmore College and activities and expenses associated with the women's basketball program, including training trips, winter break trips, and other program enhancing projects.*

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

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

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

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

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

*The Student Emergency Fund was established in 2016 to help defray non-tuition costs for students who are first generation and/or low-income and/or belong to traditionally underrepresented backgrounds in their pursuit of a Swarthmore College education. This fund is administered by the Dean's Office.*

*The Swarthmore Summer Scholars Program Endowment Fund was established in 2016 by Mark M. '74 and Amanda Orr '73 Harmeling. This fund supports the Swarthmore Summer Scholars Program (S<sup>3</sup>P). The recipients will be chosen by program staff, in collaboration with the Provost's Office.*

*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 Waksman Fund for Summer Scholars was established in 2016 by the Board of Trustees of the Waksman Foundation for Microbiology. This fund supports one scholar annually, to be named the Waksman Scholar, taking part in the Swarthmore Summer Scholars Program (S3P). This fund, which supports the Swarthmore Summer Scholars Program budget, is administered by the Provost's Office.*

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

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

*The Lucy Gertrude Whetzel '27 Student Emergency Fund was established by William and Dora Grover in memory of William's mother to support students who have an unexpected and/or emergency need for non-tuition related financial assistance during the academic year. This fund is administered by the Dean's Office.*

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

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

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

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

## 3 Admissions

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

### 3.1 General Statement

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

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

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

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

*All applicants are selected on the following evidence:*

- 1. Record in secondary school.*
- 2. Recommendations from the school principal, headmaster, or guidance counselor, and from two academic teachers.*
- 3. Standardized testing results for either the SAT or the ACT. SAT Subject Tests are not required for admission, but will be considered if submitted.*
- 4. Applicants considering a major in engineering are encouraged to take the SAT Math level 2 Subject Test.*
- 5. A brief statement about why the student is applying to Swarthmore.*
- 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.*

### 3.2 Preparation

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

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

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

### 3.3 Application Process

*An 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. 1 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.*

*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***

*Application deadline Nov. 15*

*Notification of candidate by Dec. 15*

***Winter Early Decision***

*Application deadline Jan. 1*

*Notification of candidate by Feb. 15*

***Regular Decision***

*Application deadline Jan. 1*

*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, permanent residents, undocumented, or DACA-eligible students applying as first-year or transfer students, admission to Swarthmore is determined without regard to financial need. See information concerning financial aid.*

### **3.4 Interview**

*An admissions interview with a representative of the College is an optional part of the first-year application process. 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 in late November each year. Applicants for transfer may interview with an alumni representative. Transfer interviews are optional, may be requested in the winter, and must be completed by the transfer application deadline of April 1.*

*Arrangements for on-campus interview appointments for prospective first-year applicants, off-campus alumni interviews, or for transfer interviews can be made through the admissions website.*

### **3.5 Advanced Placement**

*Enrolled first-year students with special credentials may be eligible during the first semester for advanced placement (placement into courses with prerequisites) and/or credit toward graduation from Swarthmore (32 credits are required), however, credit is normally only available for*



high-scoring work in certain Advanced Placement (AP) examinations of the College Entrance Examination Board, certain higher-level examinations of the International Baccalaureate, or certain other foreign certifications (such as British A-Levels or the German Abitur). Sometimes placement or possibly credit might be awarded for courses taken at another college. Every effort is made to place students at the appropriate level, but no department is required to give placement or credit for special credentials. All placement or credit decisions are made on a subject-by-subject basis by the individual Swarthmore departments. Credit for examination credentials is available only for examinations taken before matriculation at Swarthmore. Credit is denied or revoked if a student chooses to take a course at Swarthmore that the Swarthmore department says essentially repeats the work covered by the credit. Departmental AP-credit policies are posted on the registrar's website under "Policies."

Departments may set additional requirements. For instance, matriculated students may be required to take a Swarthmore placement examination to validate their previous work.

Swarthmore normally does not grant degree credit for college work done prior to starting school at Swarthmore (including the summer before Swarthmore) but advanced placement into courses with prerequisites may be possible. Students who wish to have courses taken at another college considered for either advanced placement or credit must be prepared to provide as needed an official transcript from the institution attended as well as written work (papers, examinations); syllabi; and reading lists for the coursework to be evaluated by the department concerned. Transcripts are evaluated by the registrar; grades must be straight C or better for credit, but departments make the placement or credit decisions. Any such requests for placement or credit must be made within the first year at Swarthmore.

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.

### 3.6 International Admissions

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

1. While financial aid awards are loan free, admission is not need-blind. Applicants may be asked to submit additional financial documentation. 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, via an online platform, or with a College admissions representative overseas is considered to be very helpful.
3. Required standardized tests (SAT or ACT) 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, or to self-report scores on their application.
4. It is the applicant's responsibility to guarantee the authenticity of all submitted credentials. This includes notarized translations of official documents and certified school transcripts signed by the appropriate school staff member.
5. The College does not accept transfer applications from foreign nationals who require financial aid.

### 3.7 Applications for Transfer

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

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

Transfer applicants are notified of decisions by mid May. Students who have already completed a bachelor's degree, or higher, are not eligible for transfer admission to Swarthmore College.

## 4 Expenses

### 4.1 Student Charges

*Total charges for the 2021-2022 academic year are as follows:*

Tuition	\$55,856
Room	\$8,796
Board	\$8,354
Student activities fee	<u>\$200</u>
	\$73,206

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

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

*Students who have not satisfied their financial obligations (except for any obligation covered as a result of veterans benefits beneficiaries using Ch. 33 Post-9/11 GI Bill or Ch 31 VR&E benefits) will not be permitted to return to campus, attend any classes, live in campus housing, have a meal plan, register via add/drop (or any other method) for any classes, enroll for the following semester, participate in the room lottery, obtain a transcript, or be permitted to be graduated. Late fees of 1.5 percent per month will accrue on all past-due balances.*

*The regular College tuition covers the normal program of four course credits per term as well as variations of as many as five course credits or as few as three course credits. Students who elect to carry more than five course credits incur a unit charge for the additional course credit (\$6,982) or half-course credit (\$3,491), although they may within the regular tuition vary their programs to average as many as five course credits in the two semesters of any academic year. For the 2021-2022 academic year, regular tuition covers the normal program of up to 10 credits earned over the Fall and Spring terms. College policy does not permit programs of fewer than three course credits for degree candidates in their first eight semesters of enrollment. After the first eight semesters of enrollment, students are eligible to pay the unit charge for each course credit.*

#### 4.1.1 Approved Off-Campus Study

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

### 4.2 Payment Policy

*Semester bills will be sent in early July, 2021 and again in early January, 2022. Payment for the first semester is due by July 19, 2021 and for the second semester by January 3, 2022. A 1.5 percent late fee will be assessed monthly on payments received after the due date. Many parents have indicated a preference to pay College charges on a monthly basis rather than in two installments. For this reason, Swarthmore offers a monthly payment plan, which provides for payment in installments without interest charges.*

### 4.3 Withdrawal Policy

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

<i>For Students Who Withdraw</i>	<i>Tuition, Room, Board* and Fees Reduced</i>
<i>Before start of classes</i>	<i>By 100 percent</i>
<i>During week 1</i>	<i>By 100 percent</i>
<i>During week 2</i>	<i>By 90 percent</i>
<i>During week 3</i>	<i>By 80 percent</i>
<i>During week 4</i>	<i>By 70 percent</i>
<i>During week 5</i>	<i>By 60 percent</i>
<i>During week 6</i>	<i>By 50 percent</i>
<i>During week 7</i>	<i>By 40 percent</i>
<i>During week 8</i>	<i>By 30 percent</i>
<i>During week 9 and beyond</i>	<i>No further reduction in tuition, room, board, or fees</i>

*\* Board plan reductions may incur additional reduction based on the number of Points and/or Swat points that have been spent from your plan.*

#### **4.3.1 Withdrawal from Approved Off-Campus Study**

*If a student elects to withdraw from an Off-Campus Study abroad program, or is required by the College to withdraw from the program, either before the program begins, or after the program is underway, the student also assumes financial responsibility for the expenses that the College has either paid out or obligated on behalf of the student. Unrecoverable expenses may include, but are not limited to, the payment of tuition, room and board, and travel allowances. The student must repay any unrecoverable expenses and any travel, meal, and/or lodgings allowances that have been advanced, before he or she will be permitted to re-enroll at the College, receive an official transcript, or be graduated from the College. Financial aid will not be available for the purpose of covering these costs. Once the obligated and unrecoverable amounts have been met by the student, College charges will be reduced in a manner consistent with the charge reduction/withdrawal policy for tuition, room, and board set forth in section 4.3.*

#### **4.4 Housing Fines**

*Anytime a student cancels their housing contract, room and board charges will be reduced following the process outlined in 4.3.*

#### **4.5 Inquiries**

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

## 5 Financial Aid

*Swarthmore's commitment to financial aid and access is at the core of our educational mission. We understand that students are admitted from a variety of economic backgrounds. The College strives to make it possible for all admitted students to attend Swarthmore, regardless of their ability to pay and meets 100% of determined need for all admitted students. Decisions about financial aid eligibility and admission to the College are made separately for students who are U.S. citizens, permanent residents, or undocumented/DACA students graduating from a U.S. high school. Nearly 56 percent of our student body received need-based aid from an overall financial aid budget of more than \$45 million during the 2018-19 academic year. The average aid award for 2018-19 was \$52,213, with awards ranging from \$1,000 - \$71,662.*

*Although admission and financial aid decisions are made separately, they are made concurrently. A prospective student should apply for Swarthmore's financial aid and outside assistance when applying for admission to Swarthmore. Instructions for completing a financial aid application can be found at [www.swarthmore.edu/financial-aid](http://www.swarthmore.edu/financial-aid). Our financial aid application process is thorough and requires submission of family information as well as income documentation so that the College can base the financial aid decision on a holistic picture of a family's economic situation. Once a student submits a financial aid application, our Financial Aid Committee carefully considers all of the family's detailed information, which is used to determine the family's ability to contribute to the costs of a Swarthmore education.*

*For 2019-2020, the College's billed charges, which include tuition, room, board, and a student activity fee, will be \$70,744. The activity fee covers admission to all social, cultural, and athletic events on campus, as well as printing and laundry. The Financial Aid Office uses the larger figure of \$73,524 as an estimated total cost of attendance for the purposes of determining aid; this figure includes \$1,380 for personal expenses and \$1,400 for books and supplies. An allowance to cover the cost of travel for domestic students who live more than 100 miles from the College varies. Although Swarthmore financial aid awards are loan-free, families might choose to borrow loans to pay a portion of the educational expenses (see section 5.2).*

*The College reviews each student's family financial situation annually, in keeping with our policy of basing financial aid on determined need. Students who would like to be considered for a financial aid award for the next academic year must submit a new financial aid application each year. Financial Aid eligibility may change from year-to-year. Assistance is available only during a normal-length undergraduate program (eight semesters) and only if a student enrolls full-time each semester, earns four credits each semester, and makes satisfactory academic progress. These factors also apply in our consideration of a sibling's undergraduate educational expenses. Students who choose to live off-campus will not receive Swarthmore Scholarship or Supplemental Educational Opportunity Grants in excess of their college bills. However, the cost of living off campus will be recognized in the calculation of a student's financial need, and other outside sources of aid may be used to help meet off-campus living expenses once the college bill is satisfied.*

*Although eligibility for federal aid funds is limited to students who are able to complete and to submit the Statement of Registration Compliance, additional funds have been made available for those who are unable to accept need-based federal aid because they have not registered with the U.S. Selective Service. U.S. citizens and permanent residents who have not previously received financial aid may become eligible and may apply to receive aid if their financial situations have changed. A student who marries may continue to apply for aid, though parents are still expected to contribute to the student's education. Financial support for international students is limited and must be requested during the admission application process. New financial aid applications from international students cannot be considered after admission. Answers to most financial aid questions are available at [www.swarthmore.edu/financialaid](http://www.swarthmore.edu/financialaid).*

### 5.1 Scholarships

*For the academic year 2018-2019, the College will have awarded more than \$45 million in Swarthmore Scholarship funds. About one-half of that sum was provided through the generosity of alumni and friends by special gifts and the scholarships listed in section 5.4. Students do not apply for a specific College scholarship. Rather, the College decides who is to receive restricted endowed scholarships or support 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. However, financial need is a requirement for all College scholarships except the McCabe Scholarship. Federal Pell Grants and Federal Supplemental Educational Opportunity Grants are also available to eligible students.*

### 5.2 Loan Funds

*Some families use loans to pay for part of their college costs. First-year students may borrow up to \$5,500; sophomores may borrow \$6,500, and juniors and seniors may borrow up to \$7,500. The Federal Direct Stafford Loan is a long-term, low-interest educational loan. Eligibility for a Federal Direct Stafford Loan is determined by the College, using federal guidelines. Parents who wish to borrow might consider the Federal Direct PLUS Loan. Parents may borrow up to the full cost of annual attendance minus any financial aid accepted by their student. Repayment of the PLUS loan may be made over a 10-year period. Students must complete the Free Application for Federal Student Aid (FAFSA) for the Direct*

Stafford or Direct PLUS loans. For more information about these loan programs or other financing options, go to our website at [www.swarthmore.edu/financial-aid](http://www.swarthmore.edu/financial-aid).

## 5.3 Student Employment

Student employment on the Swarthmore campus is coordinated by the Student Employment Office (SEO). Campus jobs are available in such areas as our libraries, Information Technology Services, the student-run coffeehouse, Sharples Dining Hall, Scott Arboretum, most academic and administrative offices, and many other places on campus. Most students apply for campus positions when they arrive in the fall, but some new job openings are posted for the spring semester. On-campus hourly rates of pay, are updated annually and can be found on the College's Student Payroll website. Most students who receive financial aid are offered the opportunity to earn up to just over \$2,100 during the academic year, and are given hiring priority; in addition, there are jobs available for non-aided students who wish to work on campus. Students are encouraged to keep a moderate work schedule (no more than about seven or eight hours per week) so that their academic performance remains a top priority. About 1,200 of our 1,620 students choose to work.

## 5.4 Scholarship Funds

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

(Financial need is a requirement for all scholarships except the McCabe Scholarships. No separate application is required to apply for the following:)

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

The Karim Abdel-Motaal '90 Egypt Scholarship was established in 2012. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given first to students from Egypt, secondarily to Arab or Arab American students and thence to international students or students from the United States. For each of the preceding preferences, additional preference will be given to women candidates.

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

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

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

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

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

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

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

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

*The Anadarko Endowed Scholarship was established by Mike Nelson '81 and Michelle Murray in 2012. This renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to students who come from the states of Oklahoma, New Mexico, Nebraska, Kansas or Arkansas.*

*The Anderson Family Endowed Scholarship was established in 2018. The scholarship shall be awarded to students on the basis of academic merit and financial need, with a preference for students from Northern Ireland; Plymouth County, Massachusetts; and New York City, and is renewable.*

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

*The Smitha Arekapudi '99 Scholarship was established in 2006 by Drs. Bapu and Vijayalakshmi Arekapudi. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to a premed student, with a background in the humanities and social sciences, who plans to become a doctor and care for patients. Preference is also given to students who show commitment to socially responsible citizenship, with demonstrated qualities of exceptional character, intellectual curiosity, and leadership.*

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

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

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

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

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

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

*The Philip and Roslyn Barbash, M.D., Scholarship was endowed in 1990 as a memorial by their daughter and son-in-law, Babette B. Weksler, M.D., '58 and Marc E. Weksler, M.D., '58. This renewable scholarship is awarded on the basis of academic merit and financial need. Preference is given to women with an interest in the sciences and, in particular, in the environment.*

*The Charles F. Barber Scholarship was established in 2009 by Charles F. Barber, a member of the Board of Managers from 1967 to 1974, in memory of his wife of 62 years, Lois LaCroix Barber. Lois and Charles raised four children, including Robin Barber '74. The scholarship is awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

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

*The Robert A. Barr, Jr. '56 Scholarship was established by a group of alumni in 2011 in honor of Robert A. Barr, Jr., who served Swarthmore College as Dean of Men from 1962-1970, and as Dean of Admissions from 1977-1994. This scholarship was created to honor Dean Barr for his contributions to the lives of Swarthmore students; as an unflinchingly supportive adviser to so many he admitted to the College, and as a role model who taught us how to treat and respect one another. This renewable scholarship will be awarded to a first year student with strong academic credentials who also shows promise of making substantial contributions to the co-curricular life of the campus. When appropriate, preference will be given to sons and daughters of Swarthmore alumni.*

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

*The Connie L. Baxter Scholarship was established by Eugene M. Lang '38 in 2010 in honor of Connie L. Baxter, in recognition of her extraordinary dedication as a member of the Swarthmore College staff. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given to students who transfer to Swarthmore from a community college, or to students with an interest in classics or theater.*

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

*The Patty Y. and A.J. Bekavac Scholarship. Established in 1997 by their daughter, Nancy Y. Bekavac '69, the scholarship is awarded on the basis of financial need, with preference given to students from western Pennsylvania.*

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

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

*The Belville Scholarship was established in 1882 by Catharine Reading Belville, Class of 1919. Honoring Robert Chambers Belville and Margaret Klein Belville, the scholarship is awarded annually to an incoming student of particular promise.*

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

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

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

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

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

*The Winifred Cammack Bond '43 Scholarship was established by Winifred Cammack Bond and her husband, George Cline Bond '42, to be awarded to a first-year student who is the first member of his or her family to attend college, with a high school record showing strong academic, athletic, and leadership abilities. Established 2005.*

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

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

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

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

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

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

*The Thompson Bradley Scholarship was established in 2016 in honor of Thompson Bradley, Professor Emeritus of Russian. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given to students with a demonstrated passion for social justice.*

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

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

*The Daniel Walter Brenner '74 Memorial Scholarship, established in 1979 by family and friends in memory of Daniel W. Brenner, is awarded to a senior majoring in biology who is distinguished for scholarship and has an interest in plant ecology, wildlife preservation, or animal behavior research. The recipient is chosen with the approval of the biology faculty.*

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

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

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

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

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

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

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

*The Calvo Resiliency Scholarship was established by Dana Calvo '92 in 2018. The renewable scholarship shall be awarded to students on the basis of academic merit and financial need with a preference given to students who have demonstrated resiliency in their lifetime.*

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

*The Richard N. Chambers '48 Scholarship was established by the bequest of Clyde Chambers, father of Richard, in 2012 in memory of Richard N. Chambers '48. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

*The Peggy Chan Endowed Scholarship was established in 2017 by Winston Zee '07 in honor of his wife. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference shall be given to international students.*

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

*The Chi Omega Scholarship, established by the sorority and the Swarthmore Chapter of Gamma Alpha, provides an award to a student annually on the basis of academic merit and financial need. Established 1941.*

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

*The William '17 and Eleanor Stabler '18 Clarke Scholarships, established in 1985 in their honor by W. Marshall '47 and Cornelia Clarke '46 Schmidt, are awarded to two worthy first-year students with financial need. Preference for these renewable scholarships is accorded to members of the Society of Friends.*



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The Class of 1965 Scholarship was established in 2015 in honor of the class's 50th reunion. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

*The Class of 1967 Scholarship was established in 2012 on the occasion of the Class's 45th reunion. The renewable scholarship is awarded to students on the basis of academic merit and financial need.*

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

*The Class of 1976 Scholarship was established in 2013 in honor of the class's upcoming 40th reunion in 2016. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

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

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

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

*The Gehan Talwate '87 and Keara Connolly '87 Endowed Scholarship was established in 2011. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given first to students from Sri Lanka, secondarily to other international students, and thence to students from the United States.*

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

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

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

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

*The 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. Established 1920.*

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

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

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

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

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

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

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

*The Edith Thatcher '50 and C. Russell '47 de Burlo Scholarship is awarded to Swarthmore College students who are United States citizens whose legal residence is in Maine, Vermont, Rhode Island, or Massachusetts and who intend to major either in engineering or the humanities. The renewable scholarship, established in 1986 as the gift of Edith and Russell de Burlo, is awarded on the basis of financial need and academic merit.*

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

*The Delta Gamma Scholarship, created by the sorority, is awarded to a student who has demonstrated academic merit and financial need. Established 1953.*

*The William Diebold, Class of 1906, William Diebold Jr., Class of 1937, and John T. Diebold, Class of 1949, Endowed Scholarship was established in 2004 by John T. Diebold in honor of the Diebold family. The scholarship is awarded on the basis of academic merit and financial need, with a preference for students studying and performing research in Europe.*

*The Edward L. Dobbins '39 Memorial Scholarship was established by Hope J. Dobbins in 1997 in memory of her husband. The Dobbins scholarship is awarded to a worthy student who demonstrates a commitment to the betterment of society through involvement in community or environmental activism. Preference for the renewable scholarship is given to residents of Berkshire County, Mass.*

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

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

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

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

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

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

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

*The Maurice G. Eldridge '61 Scholarship was created by an anonymous donor in recognition of outstanding administrators at Swarthmore College. The Eldridge Scholarship was established in 1999 to honor Maurice G. Eldridge, vice president of college and community relations and executive assistant to the president. The renewable scholarship is awarded to a student with merit and need who has demonstrated a commitment*

*to socially responsible citizenship, with a preference for a student from the Washington, D.C., public school system, especially from either the Banneker Academic High School, Duke Ellington School of the Arts, or the Bell Multicultural School.*

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

*The Ali El-Yassir '51 Scholarship was established in 2019. The scholarship shall be awarded to students on the basis of academic merit and financial need. This gift was given to promote the College's efforts to increase access to a Swarthmore College education for students with demonstrated financial need, and was given with the knowledge that the College is committed to giving students from Palestine or the Palestinian diaspora an equal opportunity to receive assessed financial aid under the College's policies. This 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 J. Horace Ervien, Class of 1903, Scholarship, created in 1979 with gifts from J. Horace Ervien and his wife, is awarded to students demonstrating academic merit and financial need.*

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

*The Howard S., Class of 1903, and Gertrude P. Evans Scholarship provides scholarships for worthy students with financial need. Howard Evans majored in engineering at Swarthmore and was a native of the village of Swarthmore. Established 1958.*

*The Philip Evans Scholarship was established in 1986 by Jerome Kohlberg '46 in memory of his longtime friend and classmate, Dr. Phillip Evans '48. Dr. Evans was a highly admired physician, faithfully serving patients from all walks of life. Evans Scholars are expected to develop themselves as critical thinkers, compassionate citizens, and engaged participants in local and world affairs. They are awarded to students who in their high school years have demonstrated leadership, integrity, intelligence and a commitment to the larger community. The Scholarships are awarded to members of the first year class, are renewable annually, and provide summer opportunity grants that are awarded on the recommendation of the dean of students.*

*The Michael A. Fedak Scholarship The Michael A. Fedak Scholarship has been established by Michael S. Fedak '82 to honor the memory of his son. The renewable scholarship is awarded on the basis of academic merit and financial need with preference given to students from New Jersey majoring in economics or mathematics.*

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

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

*The Jack Fingersh Scholarship was established by Paul Fingersh '86 in 2018 in honor of his father, Jack Fingersh. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. The Jack Fingersh Scholarship supports and promotes the College's efforts to increase access to a Swarthmore College education for students with demonstrated financial need, and is given with the knowledge that the College is committed to giving students, including those juniors and seniors majoring in history or philosophy, an equal opportunity to receive assessed financial aid under the College's policies.*

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

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

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

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

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

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

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

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

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

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

*The John and Gail Gaustad Scholarship was established by friends and students of the Gaustads to honor their many years of service to the College. In 1984, John Gaustad, the Edward Hicks Magill Professor of Astronomy, and his wife, Gail, started the practice of welcoming international students into their home during periods when the dorms were closed. Over the years, they were hosts to about 120 students with many becoming close and lasting friends. This renewable scholarship, expressing appreciation for the Gaustads' generosity and dedication, is awarded annually to a promising student who demonstrates financial need and academic excellence. Established 2000.*

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

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

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

*The Joseph E. Gillingham Scholarship was established by a bequest from prominent Philadelphia merchant Joseph E. Gillingham, who died in 1907. The scholarship is awarded to a deserving student on the basis of academic merit and financial need. Established 1907.*

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

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

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

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

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

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

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

*The Cynthia Norris Graae '62 and Stephen L. Bloom '62 Scholarship recognizes two dedicated alumni, both members of the Class of 1962. It was created by an anonymous donor in 2007 in recognition of Cynthia Norris Graae, an alumna whose service to the College included serving on Alumni Council and the Board of Managers, and expanded in 2011 in recognition of her late husband Stephen L. Bloom, an alumnus who was a gifted clarinetist who was a member of both the orchestra and the wind ensemble while a student at Swarthmore. The renewable scholarship is awarded on the basis of financial need, with preference given to a student who plays a musical instrument.*

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

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

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

*The Walter W. Green Scholarship and the White Open Scholarships Mr. and Mrs. Daniel S. White, Class of 1875, on the occasion of the class's 50th reunion, established three scholarships in the names of Howard White Jr., Serena B. White, and Walter W. Green. They are awarded annually on the basis of financial need and are tenable for four consecutive years. Established 1925.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The Hadassah M. L. Holcombe Scholarship, created by a bequest from this member of the board of Managers who served from 1938 until her death in 1978, is awarded to a deserving student on the basis of academic merit and financial need, with preference given to a member of the Religious Society of Friends. Established 1979.*

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

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

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

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

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

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

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

*The William Y. Inouye '44 Scholarship was established in loving memory by his family, friends, and colleagues in recognition of his life of service as a physician. The renewable scholarship is awarded to a worthy junior premedical student with need. Established 1985.*

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

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

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

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

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

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

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

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

*The Kappa Alpha Theta Scholarship, established through the generosity of the members and friends of the sorority at Swarthmore College, is awarded on the basis of academic merit and financial need. Established 1935.*

*The Kappa Kappa Gamma Scholarship, created by the sorority, is awarded to a first-year student and is renewable. Established 1955.*

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

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

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

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

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

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

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



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

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

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

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

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

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

*The Paul Kuenstner '80 Endowed Scholarship was established in 2013. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

*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 Kyle Endowed Scholarship for Latin America was established in 2016. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given to students who are citizens and residents of Latin America.*

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

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

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

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

*The Eugene M. Lang '38 Opportunity Grants are awarded each year to as many as six sophomore students who are selected by a special committee on the basis of distinguished academic and extracurricular achievement and demonstrable interest in social change. Stipends are based on financial need and take the form of full grants up to the amount of total college charges. Each Lang Scholar is also eligible for summer or academic year community service support while an undergraduate. Projects, which must be approved in advance by a faculty committee, are expected to facilitate social change in a significant way. The program is made possible by a gift of Eugene M. Lang. Established 1995.*

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

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

*The E. Hibberd Lawrence Scholarship honors the memory of a student who attended the Swarthmore Preparatory School from 1881 to 1882 and is awarded on the basis of financial need. Established 1888.*

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

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

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

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

*The Edgar '98 and Julie Lee Family Scholarship supports and promotes the College's efforts to increase access to a Swarthmore College education for students with demonstrated financial need, and is given with the knowledge that the College is committed to giving its students, including women from underrepresented populations, an equal opportunity to receive assessed financial aid under the College's policies. This scholarship is renewable.*

*The Thomas L. Leedom Scholarship was established in 1905 by Hannah A. Leedom in memory of her husband, who always had a deep interest in the success of the College. It is awarded to a deserving student on the basis of academic merit and financial need.*

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

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

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

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

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

*The Levine Family Scholarship was established by Jay H. Levine '55 and Michael A. Levine '87 in 2012. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

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

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

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

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

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

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

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

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

*The Lui and Wan Scholarship was established in 2016. It shall be awarded to students in the sophomore year on the basis of academic merit and financial need and is renewable. Preference will be given to female students pursuing majors in Engineering, Mathematics and/or the Physical Sciences, any student pursuing a major in Chinese or Interdisciplinary Chinese Studies, or any student pursuing a special major in Education Studies and another discipline.*

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

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

*The Magill Walk Scholarship was established in 2010 by an anonymous donor. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

*The Clara B. Marshall Scholarship was established in 1982 by the estate of Dr. Clara Marshall. Clara Marshall was a Philadelphia-area physician and educator from a prominent Quaker family whose leadership as dean of the Women's Medical College led to greatly expanded and improved facilities and course offerings at that institution. The scholarship is awarded to a deserving student on the basis of academic merit and financial need.*

*The Edward Martin Scholarship, established by a bequest from Edward Martin, a professor of biological sciences at the College, is awarded to a junior or senior with preference for a biology major or premedical student. Established 1977.*

*The Richard G. Mason Fund, an endowed scholarship, was established in 2012 by the estate of Richard G. Mason '50 and is awarded on the basis of academic merit and financial need with a preference for students studying theater or art history. The scholarship is renewable.*

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

*The Franz H. Mautner Scholarship honors the memory of this Professor Emeritus of German and is awarded to a student who has demonstrated financial need. Established 1996.*

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

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

*The Cornelia Dashiell and Dino Enea Petech '35 McCurdy, M.D., Family Scholarship was endowed by Cornelia and Dino E.P. McCurdy, M.D. The scholarship is awarded each year to a well-rounded student with need who demonstrates academic and extracurricular interests based upon sound character and healthy personality traits, with preference given to graduates of George School. Established 1999.*

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

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

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

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

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

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

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

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

*The Mari Michener Scholarship provides financial support to four students on the basis of academic merit and financial need. The scholarship is the gift of James Michener '29 and honors his wife. Established 1992.*

*The Frank Milewski Endowed Scholarship was established in 2014 in honor of Frank Milewski, who was the recipient of the Suzanne P. Welsh Award. The scholarship will be awarded on the basis of financial need to a Swarthmore student without further restrictions or preferences.*

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

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

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

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

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

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

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

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

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

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

*The Annette Newman Endowed Scholarship was established in 2016 in honor of Annette Newman, who was the recipient of the Suzanne P. Welsh Award. The scholarship will be awarded on the basis of financial need to a Swarthmore student without further restrictions or preferences.*

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

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

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

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

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

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

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

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

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

*The Mark L. Osterweil '94 Memorial Scholarship was established by his family and friends. Mark was an ardent student of European and American history, with a special interest in the economic, intellectual, political, and social relationships and connections between the United States and other countries, peoples, and cultures. Preference in awarding the scholarship is given to American or foreign students whose studies of history are consistent with Mark's wide-ranging interests. Established 2007.*

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

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

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

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

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

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

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

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

*The Jean A. '49 and Edward B. '49 Perkins Scholarship was established by Jean A. Perkins '49 in 2002 in memory of her late husband Edward B. '49 Perkins and in honor of their long Matchbox marriage. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The Reichelderfer-Blair Endowed Scholarship was established in 2014 by Douglas H. Blair '70 and Ann Reichelderfer '72 to recognize the important role of Swarthmore College in their lives, and the lives of their children Graeme Blair and Susannah Blair '08. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

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

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

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

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

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

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

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

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

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

*The Charles F. C. Ruff '60 District of Columbia Scholarship memorializes distinguished alumnus Charles F. C. Ruff, who died in 2000. Preference is given to students with financial need who live in the District of Columbia. Established 1988.*

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

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

*The Carl E. Russo '79 Business Scholarship was established in 2000 and financially supports rising sophomores, juniors, and seniors with a strong and expanding interest in business and entrepreneurship. The renewable scholarship is awarded on the basis of financial need and academic merit.*

*The Margaret Hardy Sachter '35 Scholarship, established in 1995, is awarded to a student on the basis of merit and need and is renewable through the senior year. Preference is given to a student in the junior year, who has shown distinguished academic achievement and demonstrated interest in community service.*

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

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

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

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

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

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

*The Peter '57 and David '58 Schickele Scholarship was established by an anonymous donor in 2000. Named for Peter and in memory of his brother, David, it is awarded on the basis of academic merit and financial need. Preference is given to students from the Native American community in the plains, desert, and mountain states west of the Mississippi River.*

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

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

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

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



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

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

*The Dick Senn '56 Scholarship was established in 2012 in loving memory by his wife Barbara Sachs Senn and their children in recognition of Dick's devotion to Swarthmore. He brought his entrepreneurial spirit, his constant quest for knowledge, his involvement in the political process, his value of education, and love of life and humanity to his everyday life and to each interview he did with prospective Swarthmore students. This renewable scholarship is awarded on the basis of financial need and academic merit, with preference for African American or Latino students, preferably majoring in political science.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*The Cindy Solomon Memorial Scholarship was created in 1979 by her parents, Mary and Frank Solomon, Jr. '50. It is awarded with preference given to a young woman in need of financial assistance who has a special talent in poetry or other creative and imaginative fields.*

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

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

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

*The Southern California Endowed Scholarship Fund was established in 2014 by California First National Bank and Leslie Jewett '77. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable. Preference will be given to students from Los Angeles or Orange Counties, with a second preference being the state of California.*

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

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

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

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

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

*The Helen G. Stafford '30 Scholarship, established by a bequest from the estate of her sister, Anna R. Stafford, is awarded to a deserving student on the basis of financial need. Established 1974.*

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

*The Harriet '48 and Whitney '48 Stearns Scholarship was established in 2019 by Harriet and Whitney Stearns. The scholarship shall be awarded to students on the basis of academic merit, community service, and financial need and is renewable.*

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

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

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

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

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

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

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

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

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

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

*The Swarthmore College Endowed Scholarship was established by an anonymous donor in 2014 in honor of his 30th reunion. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

*The Katharine Bennett Tappen, Class of 1931, Memorial Scholarship was established in 1979 by her sister, a member of the Class of 1928, and is awarded to a first-year student. The scholarship is renewable for four years at the discretion of the College. Preference is given to a resident of the Delmarva Peninsula.*

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

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

*The Ravi Thackurdeen '14 Memorial Scholarship was established in 2012 by the Thackurdeen family and friends in memory of a young man who not only embraced life with every fiber of his being, but touched others' lives so profoundly. Filled with boundless energy and enthusiasm, Ravi cherished his time at Swarthmore—a place he said "felt like home"—as well as his many dynamic learning experiences and the opportunities afforded to him as a student. His greatest wish was to "make a difference in the world." This scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

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

*The Don Thomas Endowed Scholarship was established in 2018 in honor of Don Thomas, who was the recipient of the Suzanne P. Welsh Award. The scholarship will be awarded on the basis of financial need to a Swarthmore student without further restrictions or preferences.*

*The Titus Scholarship was established by a bequest from Georgiana Titus, Class of 1898, and is awarded to a deserving student on the basis of academic merit and financial need. Established 1966.*

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

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

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

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

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

*The Joseph Leon Turner '73 and Lana Everett Turner '74 Endowed Scholarship was established in 2015 by Joseph Leon Turner '73 and Lana Everett Turner '74 to recognize the important role of Swarthmore College in their lives. The scholarship shall be awarded to students on the basis of academic merit and financial need and is renewable.*

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

*The Daniel Underhill Scholarship was established by a bequest from Edward Clarkson Wilson, Class of 1891, and a gift by Daniel Underhill, Jr. Class of 1894. The scholarship is named for Daniel Underhill and also recognizes Underhill's father's 31-year tenure on the Board of Managers. The scholarship is awarded to a deserving student on the basis of financial need. Established 1962.*

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

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

*The Gertrude S. Weaver '38 Scholarship was endowed in her memory by her longtime friend and companion Anna Janney de Armond '32. The scholarship, renewable in the senior year, is awarded each year to a woman student planning a career in teaching, with preference given to a student who is majoring or has a special interest in German or Chinese language, literature, history, or European history. Established 2008.*

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

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

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

*The David '51 and Anita '51 Wesson Scholarship was established on the occasion of their 50th reunion in honor of their parents, Eleanor and Castro Dabrohua and Marion and Philip Wesson. The renewable scholarship is awarded to a first-year student on the basis of academic merit and financial need. Preference is given to a student who is the first in his or her family to attend college. Established 2000.*

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

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

*The Larry E. and Myrt C. Westphal Scholarship was established by Karan Madan '91, Suzanne Buckley '89, and Jason Cummins '90, with additional gifts from other appreciative students, friends and colleagues. The scholarship honors Professor Westphal's teaching excellence and the impact he had through his microeconomics, economic development, Asian economies and environmental studies classes, and Dean Westphal's dedication and work in housing, disabilities, the Lang Scholar program and personal advising. The scholarship is awarded each year on the basis of academic merit and financial need and is renewable. Established 2011.*

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

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

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

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

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

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

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

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

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

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

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

*The Phyllis M. Wang Wise '67 Endowed Scholarship was established in 2009. The renewable scholarship is awarded on the basis of academic merit and financial need, with preference given to students of color majoring in biology.*

*The Robert Wolf '39 Scholarship was endowed in his memory by his sisters, Ruth Wolf Page '42 and Ethel Wolf Boyer '41. The renewable scholarship is awarded each year on the basis of need and merit to a junior or senior majoring in chemistry or biology. Established 1998.*

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

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

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

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

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

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

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

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

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

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

*The Paul Ylvisaker H'78 Scholarship was established in 2008 by a member of the Class of 1952 to honor an articulate, inspiring, and charismatic faculty member who taught political science from 1948 to 1955. In 1978, Paul Ylvisaker returned to Swarthmore to receive an honorary degree, which recognized his contributions as a champion of cities and the urban underclass as a planner, government official, foundation executive, and educator. This scholarship is awarded to students on the basis of academic merit and financial need.*

## 6 College Life

### 6.1 The Residential College Community

*Swarthmore 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. Swarthmore's housing philosophy is based on the belief that residence-hall living enhances education by contributing to an individual's academic, social, and personal development. If residential communities are to provide an environment for personal growth, residents must accept responsibility for their own actions and demonstrate respect for the rights and concerns of others and for the property of the College.*

#### 6.1.1 Student Rights, Responsibilities, and Code of Conduct

*General housing policies and regulations described below are established by the Dean's Office and the Office of Student Engagement. Students are expected to familiarize themselves with the policies and rules concerning their conduct in the residence halls. Acceptance of space in College housing constitutes your knowledge of, willingness and agreement to abide by these housing policies. Living in College housing is a privilege and not a right. The Dean's Office and/or Office of Student Engagement may, at any time and at its own discretion, withdraw this privilege due to behavior, which does not rise to the standards outlined below. Students who lose their housing privileges are not typically entitled to a refund of their room and board charges for the remaining weeks of the semester.*

### 6.2 Residential Life

*Swarthmore is a primarily 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 all eight (8) semesters. New students are required to live in the residence halls during their first two (2) semesters. Transfer students are required to live in the residence halls during their first (1) semester. After their first year at the College, students are permitted to live in non-College housing.*

#### 6.2.1 Housing

*Seventeen residence halls, ranging in capacity from 8 to 214 students, offer a diversity of housing styles. Several of the residence halls are a 5 to 15-minute walk to the center of campus. Swarthmore's residence halls are Alice Paul; Dana; David Kemp (the gift of Giles Kemp '72 and Barbara Guss Kemp, in honor of Giles' grandfather); Hallowell; Kyle House (named in honor of Fred and Elena Kyle '55); Lodges; Mary Lyon; Mertz Hall (the gift of Harold and Esther Mertz); Palmer; Pittenger; Roberts; the upper floors in the wings of Parrish Hall; PPR Apartments; 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).*

*All new students are assigned roommate(s) and a residence hall room by the Office of Student Engagement. Efforts are made to follow the preferences indicated and to accommodate special needs, such as documented disabilities.*

*During the spring semester, rising senior, junior and sophomore students select rooms for the following fall. Each student receives a lottery number, based on their official class year, which dictates their priority status in lottery room selection. The College guarantees housing for all students who participate in the housing selection process in a timely manner. While many seniors and some juniors live in single-type rooms, the College cannot guarantee that a single will be available for any student. First-year, sophomore, and junior students generally live in doubles, triple, or quad-style rooms.*

*A mixture of class years live in each residence hall. About 90 percent of residence hall areas are designated as gender-neutral housing either by floor, section, or building. The remaining areas are single-gender housing. Although single-gender options are offered, they are not always available and as such cannot be guaranteed.*

*Requests for room changes can be requested by contacting the Office of Student Engagement. Making a room change request does not ensure that a room change will be made. Students are expected to work through roommate and other housing conflicts with the involved parties, with the help of resident assistants (RAs), residential community coordinators (RCCs), Office of Student Engagement professional staff, or deans.*

*All students are expected to occupy the rooms to which they are assigned or which they have selected through the regular room choosing process. Prior approval from the Office of Student Engagement is required of any student making a room change. Students are restricted from occupying, moving into, or using as storage any vacant resident hall room, without express permission from the Office of Student Engagement. Students who*

switch rooms without the consent of the Office of Student Engagement may be fined and/or not be permitted to participate in the next housing lottery.

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

Residence halls remain open during fall break, Thanksgiving, and spring break, but are closed to student occupancy during winter vacation. Specific winter vacation dates are set each year, but generally include a 4-5 week period from mid-December through mid-January. Limited meal options are available during fall and spring breaks.

Guests-Residence hall rooms are designed for sleeping and studying on the part of the occupants. Guests of Swarthmore students are welcome to visit campus when the College is in session. Guests are defined as non-Swarthmore students and friends, family, and prospective college-aged students. Individuals or groups contracted to perform specific functions at the College (e.g., performers, speakers, etc.) are not permitted to stay overnight in the residence halls. If a guest of a student will be staying in a residence hall overnight, the resident assistant (RA) must be notified, and all roommates must agree to any overnight stay.

A guest is not permitted to stay in a residence hall more than a total of four (4) nights each term, and they must be accompanied by their host at all times while in the residence halls. A guest is never permitted to sleep or reside in any public location (such as a residence hall lounge, basement, or other public space). Requests for exceptions must be made to the Office of Student Engagement.

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

The Dean's Office and/or Office of Student Engagement reserves the right to require a guest to immediately leave campus if their behavior begins to have an impact on the campus community or is otherwise disruptive.

Before inviting a guest into the room, the student must secure the permission of all roommates. If the roommate does not give permission, the inviter may not have the guest in the room. Usually, roommates can agree about the presence and timing of guests. If no agreement can be reached, the basic principle is that the room is for study and sleeping by the assigned occupants.

More detailed housing rules and regulations are found in the Student Handbook, and on the housing website: [www.swarthmore.edu/housing](http://www.swarthmore.edu/housing).

## **6.2.2 Storage and Insurance**

College storage is not available during the summer term, or while a student is taking part in off-campus study. Students should make arrangements for transporting personal items to and from campus and for storing those items when the residence halls are closed (with the exception of winter break). Please contact the Office of Student Engagement for a list of suggested storage vendors. There are many locations off-campus that offer students summer and winter break storage options. Students must work with these companies directly as they are not managed by the College.

A limited amount of storage may be available to international students who are not able to travel home during the summer term and others with extenuating circumstances. Please contact the Office of Student Engagement to determine eligibility for this option.

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 plan to be sure that coverage is extended to include personal effects while at college. The College assumes no responsibility for stored items; students store items at their own risk.

## **6.2.3 Dining**

Swarthmore's Dining Services oversees the College's main dining facility, Sharples Dining Hall, as well as Essie Mae's Snack Bar, the Kohlberg Coffee Bar, the Science Center Coffee Bar, the Mary Lyon's Breakfast Room, a weekday Grab-N-Go lunch program, and provides catering services to campus. Sharples Dining Hall is open Monday through Friday, 7:30 a.m. to 8:00 p.m.; Saturday, 7:30 a.m. to 7 p.m.; and Sunday, 10 a.m. to 7 p.m. Unlimited servings are permitted, and takeout is available seven days a week for lunch and dinner.

Students select their meal plan at the start of each semester and have two weeks to make changes to their plan, after which no further changes can be made. The College offers four main meal plans and two additional plans tailored to students residing in PPR Apartments and students commuting to campus. All students living in campus housing must subscribe to a meal plan; students commuting to campus may choose to opt out. Meal plans consist of varying combinations of meals, usable only at Sharples Dining Hall, Points, usable at any campus dining location, and Swat Points, usable at any campus dining location as well as at the Swarthmore Campus & Community Store and at participating borough



merchants. All meal plans include a late night snack equivalency at Essie Mae's Snack Bar equal to one meal swipe per night and three guest meals per semester. Students eating in any College dining location must present their OneCard picture identification card in order to use their meal credit or points. These policies are in effect to protect each student's personal meal plan account.

Swarthmore's dining program strives to uphold the College's commitment to sustainability by sourcing locally produced foods, reducing waste, and conserving resources. In addition to buying directly from local food producers, Dining Services is proud to work with a number of local, privately owned and operated food distributors. Each of these companies feature locally produced items, provide employment to area residents, and support their communities. A full list of the food distributors and producers used can be found on the Dining Services website.

A sincere effort is made to meet the dietary needs of all Swarthmore students. Sharples Dining Hall is a peanut-free facility, and serving lines and individual dishes are labeled for common allergens: Milk, Egg, Wheat, Soy, Shellfish, Fish, and Tree Nuts. Sharples includes a Free Zone designed for students who need to eat an entirely gluten free diet. Gluten free hot foods, staples, and desserts are available in the Free Zone as well as equipment for students to prepare their own items. Vegetarian and vegan options are offered at every meal in Sharples, including in the Free Zone. There are also packaged gluten-free products available at each of the campus coffee bars and at Essie Mae's snack bar. Beyond these broad accommodations, the Dining Services team works collaboratively with individual students with documented medical conditions to identify options that will meet their needs within the institutional setting. When visiting our dining facilities, please ask to speak to a manager if you have questions about menu items or ingredients.

Swarthmore students may obtain passes to eat at the Bryn Mawr and Haverford college dining halls from the checkers at Sharples Dining Hall. For information on additional dining services, including catering, cakes, and barbeques, please visit the Dining Services website.

## **6.2.4 Parking**

All members of the campus community (faculty, staff, students, and visitors) are expected to follow the College's parking and transportation policies. These policies are enacted in order to increase campus safety and to preserve parking for Swarthmore College employees and students who are issued permits.

There are a limited amount of parking spaces on campus for current students. For reasons of sustainability and community, students are not allowed to bring a car to Swarthmore College without explicit approval from the Parking Committee. Approximately 160 parking permits are set aside for members of the student body with extenuating needs or circumstances that will require a car. The number of student permit requests usually outnumbers the spaces we have set aside for students. As such, student parking permits applications will be prioritized by established and existing criteria: class year, extenuating need, and special medical accommodations.

Students should not plan on bringing a car to campus unless they receive explicit permission to do so. Parking regulations are enforced at all times during the Fall, Spring, and Summer semesters. Students found in violation of campus transportation policies may be referred to the Office of Student Conduct.

## **6.3 Health & Wellness**

### **6.3.1 Student Health and Wellness Services (SHWS)**

The health and wellness team supports the needs of our diverse student body by providing individualized holistic care and campus-wide education. The Health & Wellness Center offers myriad wellness promotion, counseling, education, and prevention services.

Students may call 610-328-8058 to schedule an appointment for a health evaluation by a registered nurse, nurse practitioner, physician, dietitian, or alcohol and other drug counselor. Our physicians are members of the Crozer Health System, a full-service teaching hospital and trauma center. The Health & Wellness Center provides acute care, allergy injections, alcohol and other drug counseling, first aid treatment, interpersonal relationship education, nutrition counseling, referral services, reproductive health services, simple diagnostic screenings, travel health consultations, vaccinations, and wellness visits. Our operational hours are based on when the need is highest, and are supplemented by an after-hours on call system that provides students with access to a registered nurse.

All visits to the Health & Wellness Center are free of cost. A nominal fee is applied for simple diagnostic tests and most medications dispensed at the Health & Wellness Center. Laboratory specimens are sent to LabCorp and are billed by the lab to the student's health insurance. A small dispensary of commonly used prescription medications is maintained. Students who need prescription medication may purchase them through their insurance with a pharmacy or through the Health & Wellness Center for a fee. A delivery service from a local pharmacy is available to students.

The Swarthmore College Student Health Portal is available for managing your on-campus health needs and forms. You can access your Student Health Portal through your mySwarthmore account. Click on Worth Health Center, then, click on Student Health Portal.

More information on the Student Health & Wellness Center is available at [www.swarthmore.edu/health](http://www.swarthmore.edu/health)

### 6.3.2 Counseling and Psychological Services (CAPS)

Services for students include individual & group counseling and psychotherapy, emergency-on-call consultation, consultation regarding the use of psychiatric drugs in conjunction with ongoing psychotherapy, psychological testing, and educational programming. Counseling and Psychological Services (CAPS) participates in training resident assistants and student academic mentors as well as other student support groups and provides consultation to staff, faculty, and parents.

CAPS is staffed by 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. CAPS main office is located in the Worth Health Center, North Wing.

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

Appointment requests may be made on-line at <https://www.swarthmore.edu/counseling-and-psychological-services/caps-request-to-schedule-appointment> or in person or by phone (610-328-8059) between 8:30 a.m. and 4:30 p.m., Monday through Friday. Telephone consultation is available 24/7/365 at 610-328-7768.

For more detailed information about CAPS, visit the website at [www.swarthmore.edu/caps.xml](http://www.swarthmore.edu/caps.xml).

### 6.3.3 Health Insurance

Health insurance is required for all Swarthmore students. Please be certain that your private or state sponsored health insurance plan will cover a student away from home. Services away from home, such as blood tests, MRI's, x-rays, behavioral health and care from specialists are often not covered under a private or state sponsored insurance plan.

All students are enrolled in the Student Health Insurance Plan (SHIP) annually. Before August 1st, students may waive out of the plan if they meet the requirements of the College and provide proof of insurance. If your insurance status changes, notify student health services immediately. Enrollment to the Student Health Insurance Plan must be done within 31 days of the loss of other coverage. Financially aided students should be aware that there is a sliding scale in place for the Student Health Insurance Plan premium. For further information, please consult the Student Health Insurance Plan Coordinator ([health@swarthmore.edu](mailto:health@swarthmore.edu)). The College provides supplemental health insurance for students who are actively participating in intercollegiate and club sports. All athletes with questions related to insurance coverage with sports injuries should contact Marie Mancini ([mmancin1@swarthmore.edu](mailto:mmancin1@swarthmore.edu)).

## 6.4 Campus Safety

The Department of Public Safety is located in the Benjamin West House. The department provides round-the-clock uniformed patrol of the campus buildings and grounds. Public safety officers are PA State Certified under Act 235 and receive a variety of training such as, CPR/First Aid and AED, trauma informed response, implicit bias, de-escalation, Clery and Title IX. Public safety officers provide a prompt, professional presence and can help students with emergency issues as well as general advice on crime prevention and awareness programs. Students are encouraged to call the department at 610-328-8281 any time they feel Public Safety can be of assistance. All emergencies should be reported by contacting the department's emergency telephone line 610-328-8333. Any crime or suspected crime should be reported immediately to the Department of Public Safety.

Swarthmore College's Annual Fire Safety and Security Report is written to comply with the (Pa.) College and University Security Information Act: 24 P.S., Sec. 2502-3©, the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Campus Fire Safety Right to Know Act. This annual report includes statistics for the previous 3 years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Swarthmore College, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The College's Fire Safety Report contains a variety of fire safety related information in addition to campus fire statistics for the most recent three calendar years. To obtain a full copy of this document, visit [www.swarthmore.edu/sites/default/files/assets/documents/public-safety/DPSAnnualReport2018.pdf](http://www.swarthmore.edu/sites/default/files/assets/documents/public-safety/DPSAnnualReport2018.pdf).

## **6.5 Cocurricular Opportunities**

### **6.5.1 Student Government**

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

*The Student Budget Committee (SBC) allocates and administers the Student Activity Fund. The SBC allocates funds to all campus events, maintains a balanced social calendar, and is responsible for organizing formals and various other activities that are designed to appeal to a variety of interests and are open to all students free of charge.*

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

### **6.5.2 The Arts**

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

### **6.5.3 Athletics/Physical Activities**

*The Department of Athletics, Physical Education, and Recreation's program is varied, offering every student the opportunity to participate in a wide range of sports, including intercollegiate, club and intramural teams, and recreation and wellness programs.*

### **6.5.4 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. Lodge 6 houses War News Radio. The campus Media Center supports student initiatives in video and web formats. Several other student publications include literary magazines and newsletters. For more information, contact the Office of Student Engagement.*

### **6.5.5 Service and Activism**

*Service and activism activities are an integral part of the lives of many students, faculty, and staff members. The Office of Student Engagement and the Lang Center for Civic and Social Responsibility (see 6.6.6) support many of these endeavors.*

### **6.5.6 Student Organizations**

*Students are encouraged to get involved in extracurricular activities at Swarthmore. More than 100 clubs and organizations span a broad range of interests such as community service; athletics; political action; and religious, cultural, and social activities. If there isn't a club or organization that meets a student's interest, he or she may form one with the guidance of Student Council.*

## **6.6 Student Centers**

### **6.6.1 Black Cultural Center**

*The Black Cultural Center (BCC), located in the Caroline Hadley Robinson House, provides a library, classroom, computer room, TV lounge, kitchen, all-purpose room, a living room/gallery, two study rooms, and administrative offices. The BCC offers programming, activities, and resources designed to stimulate and sustain the cultural, intellectual and social growth of Swarthmore's black students, their organizations and*

community. Further, the BCC functions as a catalyst for change and support to the College's effort to achieve pluralism. The BCC's programs are open to all members of the College community. The BCC is guided by the assistant dean, with the assistance of a committee of black students, faculty, and administrators.

### **6.6.2 Center for Innovation and Leadership**

*The Center for Innovation and Leadership (CIL) engages innovative thinking to foster student leadership practice. Focusing specifically on student leadership development, innovative programing, and alumni and parent engagement the CIL provides opportunities for students to lead, inspire, listen, and learn, in order to meet the challenges of our time and reflect the values of our community. The CIL can help students cultivate mentoring relationships, build their skill sets in entrepreneurship and leadership, and encourage experimentation, collaboration, and reflection.*

### **6.6.3 Greek Life**

*There are currently two fraternities and one sorority at Swarthmore: Delta Upsilon and Kappa Alpha Theta, both affiliated with a national organization, and Phi Omicron Psi, a local association. Although they receive no College or student activity funds, Greek letter organizations supplement social life. They rent lodges on campus but have limited residential and no eating facilities.*

### **6.6.4 Intercultural Center**

*The Intercultural Center (IC) provides programs, advocacy, and support for Asian/Pacific Islander American, Latino@, multiracial, Native American, LGBTQIA (lesbian, gay, bi/pansexual, trans\*, queer/questioning, intersex, and asexual), low-income, international, and first-generation college students at Swarthmore College. In addition, the IC promotes systemic change toward intersectional perspectives across the institution and fosters collaboration and coalition building among communities both within and outside the IC and the College. Resources and programs include faculty-student-staff events, lectures, concerts, films, poetry slams, workshops and dialogues that explore race, class, gender, sexuality, citizenship, intersectional identities, and equity with a particular emphasis on social justice education and leadership. More information is available at [www.swarthmore.edu/ic](http://www.swarthmore.edu/ic).*

### **6.6.5 Interfaith Center**

*Religious advisers are located in the Interfaith Center in Bond Hall and currently consist of Jewish, Catholic, and Protestant professionals. The advisers and the Interfaith Center provide members of the Swarthmore community opportunities and resources, in an atmosphere free from the dynamics of persuasion, in which they can explore a variety of spiritual, ethical, and moral meanings; pursue religious and cultural identities; and engage in interfaith education and dialogue. The center comprises offices, a large common worship room, and a private meditation room. Student groups of many faiths also exist for the purpose of studying religious texts, participating in community service projects, and exploring common concerns of religious faith, spirituality, and culture.*

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

### **6.6.6 Eugene M. Lang Center for Civic and Social Responsibility**

*The Lang Center, located at 3-5 Whittier Place, supports Swarthmore's mission to "help students realize their fullest intellectual and personal potential combined with a deep sense of ethical and social concern" through a variety of Engaged Scholarship initiatives. The Lang Center supports the College's commitment to social responsibility in the context of academic excellence by providing financial, administrative, advisory, and logistical support for a wide range of opportunities that connect scholarly work to broader, public concerns. In short, the Lang Center connects the campus, curriculum, and communities- both local and global. Its key programs include:*

*Engaged Scholarship - Engaged Scholarship refers to research and teaching that orient the College's energies toward pressing social, environmental, ethical, and public problems; it includes Community-Based Learning and Research but also public-facing scholarship and coursework. The Lang Center supports faculty teaching and research grounded in Engaged Scholarship through Curriculum Development grants, Faculty-Led Engaged Research grants, and other support. The Lang Center also houses programs that encourage interdisciplinary learning and Engaged Scholarship led by faculty experts: Arts in Action, Global Affairs, Health & Societies, and Urban Inequality & Incarceration. Finally, the Lang Center provides special support for interdisciplinary academic programs oriented toward Engaged Scholarship, which includes Environmental Studies, Peace and Conflict Studies, and Educational Studies.*

*The Eugene M. Lang Visiting Professorship for Issues of Social Change - The professorship was endowed in 1981 by Eugene M. Lang '38 to bring to the College an outstanding social scientist, political leader, or other suitably qualified person who has achieved professional or*

occupational prominence for sustained engagement with issues, causes, and programs directly concerned with social justice, civil liberties, human rights, or democracy.

*Social Innovation Lab - Founded by Lang Visiting Professor for Issues of Social Change Denise Crossan, the Social Innovation Lab at the Lang Center provides students, faculty, staff, and community partners with an on-site "makerspace" to grow their ideas. The Lab unites a fledgling community of Swarthmore Social Innovators and community stakeholders invested in creative collaboration for the wider good. The Lab hosts courses and programs that teach participants innovation skills such as human-centered design thinking methods, strategic and project planning, and social entrepreneurship skills. The Lab and its programming also connects directly with faculty across the College to enrich engaged scholarship pursuits utilizing social innovation processes.*

*President's Sustainability Research Fellowship (PSRF) -This high-impact learning program, jointly hosted by the President's Office, the Office of Sustainability, the Environmental Studies Program, and the Lang Center for Civic and Social Responsibility, matches small teams of advanced students with staff and faculty mentors to research, develop, and implement sustainability projects in a year-long course and associated internship.*

*Lang Opportunity Scholarship Program - Up to six students, during the first semester of their sophomore year, are selected to participate in this program, which includes a paid summer internship, the opportunity to apply for a substantial grant that supports the implementation of a major project with significant social value, and other benefits. Lang Center staff work closely with Lang Scholars as they develop and carry out their projects.*

*Student Service and Activist Groups - Lang Center staff provide many student groups with guidance and support. Supported groups include Dare 2 Soar, a tutoring program in Chester; Let's Get Ready, a college preparation and success program; Chester Youth Court Volunteers, a restorative justice program; War News Radio, an alternative news coverage outlet; a voter engagement group, Swarthmore Political Access Network; and Crazy 8s, a math club at Jackson Elementary.*

*The Swarthmore Foundation - A small philanthropic body formed by Swarthmore College in 1987 with endowments from alumni, foundations, and others, the Swarthmore Foundation supports students, staff, and faculty involvement in Engaged Scholarship, collaborative action, and social innovation. For instance, summer grants provide living expenses and summer earnings for full-time, 10-week summer opportunities with faculty, non-profit organizations, grassroots advocacy groups, and public service agencies that best allow students to connect their academic interests with action toward social good. Lang Center staff provide guidance as students find placements, advising throughout their experiences, and opportunities to share what they've learned back with the campus community.*

*The Project Pericles Fund of Swarthmore College - Eugene M. Lang '38 and the Board of Managers of Swarthmore College created the Project Pericles Fund of Swarthmore College in 2005 to support groups of Swarthmore students who propose and implement social and civic action projects that are significant in scope. Projects supported this last year included: StoryBoard, an intensive filmmaking program that emphasizes social justice in Los Angeles; and The Sesame Street Project, literacy, leadership, and chess programming for those affected by the school-to-prison pipeline in Chester, PA.*

## **6.6.7 Tarble Social Center**

*The Tarble Social Center in Clothier Memorial Hall was provided through the generosity of Newton E. Tarble of the Class of 1913 and his widow, Louise A. Tarble. The facility includes a snack bar, a lounge space, Paces (a student-run café and party space), an all-campus space, meeting rooms, the Swarthmore College Computer Society media lounge and various student organization offices.*

## **6.6.8 Women's Resource Center**

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

## **6.7 Student Advising**

### **6.7.1 Class Deans**

The Office of the Dean for Academic Affairs oversees the advising system. The deans are available to all students for advice on any academic or personal matter. A dean is assigned to each class in order to specialize in advising matters that are particular to that year. Students, however, may approach any dean for advising, support, or to learn about College resources.

## 6.7.2 Academic Advising

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

## 6.7.3 Academic Support

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

### Academic Programming

Throughout each year, the Office of Academic Affairs coordinates programming designed to support all students' academic success. Examples of this programming include workshops on time management, procrastination, effective class participation, and study strategies across various academic disciplines.

Student Academic Mentors (SAMs) are students specially selected and trained to work with students on the development of skills necessary for academic success including time management, organization, study strategies, and reading techniques. All residence halls with first-year students are assigned a SAM to serve as a resource for its residents. SAMs also hold weekly office hours at the McCabe and Cornell Libraries, and at the Black Cultural Center. They sponsor "Drop-In Hours" at locations throughout campus during advising and registration periods.

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

## 6.7.4 Health Sciences Office (Premed Advising)

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

Swarthmore graduates are represented at 72 medical, dental and veterinary schools in 28 states in the U.S., including such top schools as Harvard, Yale, Columbia, Penn, Stanford, Johns Hopkins, and many fine state universities. The College's acceptance rate is substantially higher than the national acceptance rate.

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

- BIOL 001 Cellular and Molecular Biology
- BIOL 002 Organismal and Population Biology
- General Chemistry
- CHEM 022 Organic Chemistry I
- CHEM 032 Organic Chemistry II
- CHEM 038 Biological Chemistry
- English
- Calculus I
- STAT 011 Statistical Methods I
- PHYS 003 General Physics I
- PHYS 004 General Physics II

## Psychology and Sociology

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

### **6.7.5 Prelaw Advising**

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

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

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

### **6.7.6 Career Services**

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

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

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

*Career Services hosts on-campus recruiting by representatives from for-profit, government and nonprofit organizations. The Career Services website ([www.swarthmore.edu/careerservices.xml](http://www.swarthmore.edu/careerservices.xml)) provides access to comprehensive online databases of internship and job listings as well as an events calendar to make information about activities and programs available to students. Recommendation files are compiled for interested students and alumni to be sent to prospective employers and graduate admissions committees.*

## **6.8 Student Conduct System**

*Swarthmore places great value on freedom of expression, but it also recognizes the responsibility to protect the values and structures 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. Community members also have a responsibility to protect the possessions, property, and integrity of the institution as well as of individuals. The aim of the College's Student Code of Conduct is to balance all these rights, responsibilities, and community values fairly. The student conduct system is overseen by the associate dean of students and all questions should be directed to this office.*

*The Student Conduct process is an administrative educational process informed by legal and compliance requirements that guide academic institutions together with the holistic mission of the College to help students realize their full potential. Students share responsibility for upholding community standards and are expected to participate in good faith with investigation and adjudication processes meant to resolve a code allegation. Decisions about whether a student or group is responsible for a conduct violation are based on a fair preponderance of the evidence standard meaning, the allegation is supported by evidence that sufficiently demonstrates that it is more likely than not that a violation occurred. Without sufficient evidence, a student or group will be found not responsible. The student conduct process strives to be both thorough and efficient and suggested process timelines may be shortened or extended if warranted by extenuating circumstances.*

*The formal student conduct system at Swarthmore College has three main components: (1) Minor Misconduct: Allegation(s) in which possible sanctions do not include suspension or expulsion from the College if the student were found responsible and are typically conducted through the office of student engagement by the residence community coordinators; (2) Major Misconduct: Allegation(s) subject to College policy in which possible sanctions could result in suspension or expulsion from the College if the student were found responsible, and are typically addressed by the College Judiciary Committee (CJC) or an Administrative Adjudication meeting with the associate dean of students, including all allegations of academic misconduct. The CJC is composed of faculty, students, and administrators who have undergone training for their role; and (3) Sexual Assault and Harassment: All allegations of sexual and gender based harassment, sexual misconduct, sexual violence, stalking, and intimate-partner violence are addressed through the College's Sexual Assault and Harassment Policy.*

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



## 7 Educational Program

### 7.1 General Statement

*Swarthmore College offers the degree of bachelor of arts and the degree of bachelor of science. The latter is given only to students who major in engineering. Four years of study are normally required for a bachelor's degree (see section 9.1), but variation in this term, particularly as a result of Advanced Placement (AP) credit, is possible (see section 3.5).*

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

*During the first half of their college program, all students are expected to satisfy most, if not all, of the distribution requirements, to choose their major and minor subjects, and to prepare for advanced work in these subjects by taking certain prerequisites. The normal program consists of four courses or their equivalent each semester, chosen by the student in consultation with his or her faculty adviser.*

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

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

*For honors candidates, courses and seminars taken as preparation for external evaluation occupy approximately one-half of the student's work during the last 2 years. In addition to work taken as a part of the Honors Program, the students take other courses that provide opportunities for further exploration. During the senior year, many departments offer a specially designed senior honors study for honors majors and minors to encourage enhancement and integration of the honors preparations. At the close of the senior year, candidates for honors will be evaluated by visiting examiners.*

*The course advisers of first-year and sophomore students normally are members of the faculty appointed by the dean. For juniors and seniors, the advisers are the chairs of their major departments or their representatives.*

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

### 7.2 Program for the First and Second Years

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

*To meet the distribution requirements, a student must earn degree-applicable credit in the following areas:*

- 1. Complete at least three courses in each of the three divisions of the College (listed). In each division, the three courses must be at least 1 credit each and may include up to 1 AP credit or credit awarded for work done elsewhere.*
- 2. Complete at least two courses in each division on the campus at Swarthmore; these courses must be at least 1 credit each.*
- 3. Complete at least two courses in each division in different departmental subjects; these courses must be at least 1 credit each and may include AP credit or credit awarded for work done elsewhere.*
- 4. Complete at least three Swarthmore Writing courses or Writing seminars, and those three must include work in at least two divisions; students are advised to complete two Writing courses in the first 2 years.*
- 5. Complete a natural sciences and engineering practicum.*
- 6. Courses that have been excluded from counting toward the degree do not count toward the distribution requirements.*

7. Take courses in a variety of departments, keeping in mind that before graduation, 20 credits outside of one major subject must be completed.

*Distribution Requirement Divisions: For purposes of the distribution requirements, the three divisions of the College are as follows:*

- *Humanities: art (art history and art), classical studies, English literature, film and media studies, Greek, Latin, modern languages and literatures, music and dance, philosophy, religion, Spanish, and theater.*
- *Natural sciences and engineering: biology, chemistry and biochemistry, computer science, engineering, mathematics and statistics, physics and astronomy, and psychology courses that qualify for the natural sciences and engineering practicum.*
- *Social sciences: ancient history, economics, educational studies, history, linguistics, political science, psychology (other than natural sciences and engineering practicum courses), and sociology and anthropology.*

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

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

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

*Cross-listed courses: Courses that are cross-listed between two departments in different divisions may, with the permission of the instructors, departments, and divisions involved, fulfill the divisional distribution requirement in one of the following ways: (1) in only one of the divisions so identified but not in the other; (2) in either division (but not both), depending on the departmental listing of the course on the academic record; (3) in neither of the divisions. In certain cases, the course may fulfill the distribution requirement according to the nature of the work done in the course by the individual student (e.g., a long paper in one of the departmental disciplines). The division of such courses is normally indicated in the catalog description for each course. When counting credits to determine a student's fulfillment of the 20-course-credit rule, cross-listed courses count (only) in the subject in which they are listed on the student record. Changing the subject listing of a cross-listed course on the student record can be arranged, depending on permissions, during or sometimes after the course; there is a form for the purpose in the Registrar's Office.*

*First-year seminars: All students are encouraged to take a first-year seminar during the fall or spring of their first year. First-year seminars are offered across the curriculum and are designed to introduce students to a field of study and to engage them in learning skills that will support them throughout their college experience. Each first-year seminar is limited to 12 first-year students. Many (but not all) first-year seminars count as the prerequisite to further work in the department in which they are offered.*

*Foreign language: It is most desirable that students include in their programs some work in a foreign language, beyond the basic language requirement (see section 9.1).*

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

*Physical education: Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all students not excused for medical reasons are required to complete 4 units of physical education. It is expected that students will satisfy this obligation 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 as 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 Department of Athletics, Physical Education and Recreation website. More information can be found in the Physical Education and Athletics section.*

*Transfer students: Students who enter Swarthmore as transfer students must fulfill Swarthmore's requirements for the first 2 years, including the natural sciences and engineering practicum. Transfer courses can be applied toward these requirements if specifically approved by the registrar. Transfer students who enter Swarthmore with 8 credits of college work are exempted from one of the three required writing courses and the requirement that writing courses include work in two divisions, and have the credits-at-Swarthmore requirement reduced from 2 in each division to 1 in each division. Transfer students who enter Swarthmore with, at most, four semesters remaining to complete their degree are exempted from two of the three required writing courses and are exempted from the requirement that in each division 2 credits be taken at Swarthmore. Transfer students can either apply transfer PE units toward the 4-unit physical education requirement or opt for a reduction in the PE requirement based on the student's transfer status, but transfer students cannot both transfer PE units and receive a reduction in the requirement. The optional reduction in PE units depends on the transfer class of the student. Transfer students who enter Swarthmore as sophomores can opt*

to complete 3 units of physical education and pass a survival swim test (a reduction of 1 PE unit). Transfer students who enter Swarthmore as juniors can opt to complete 2 units of physical education and pass a survival swim test (a reduction of 2 PE units). Transfer students may exercise the option to take up to four courses credit/no credit.

*Major application—the Sophomore Plan:* 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.

## 7.3 Programs for Juniors and Seniors

*The major goals of the last two years of a Swarthmore education are to engage students with a chosen field of inquiry and to assist them in assuming an independent role in creating and synthesizing knowledge within it. The breadth of exposure, acquisition of skills, and development of a critical stance during the first two years prepare students to pursue these goals. With the choice of a major and, perhaps, candidacy for honors, the focus shifts from scope to depth. Students become involved for the second two years with a discrete field of inquiry and demonstrate their command of that field through the completion of courses within the major and courses taken outside the major that expand and deepen the student's perspective on the major.*

*Before graduation, students are required to complete at least 20 credits outside of one major subject.*

## 7.4 Majors and Minors

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

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

*Most departments and programs offer course minors. Those departments or programs that do not offer a course minor are art, comparative literature, economics, political science, and sociology and anthropology. (These departments or programs do offer honors minors.) Minors will include at least 5 credits.*

*Double counting in majors and minors:* If a student has two majors and one is interdisciplinary, no more than 2 credits may be double counted with the student's other major. However, the double-counting limit is not applicable to courses that students are required by their departmental major to take in other departments. Of the 5 credits required for a minor, 4 may not be double counted with the student's major or other minor. The double-counting prohibition applies to any comparison of two given programs of study (not three taken together, even if the student has three programs). This means that a student who has a major in medieval studies, for example, and minors in both English literature and gender and sexuality studies would need four courses in English literature that are not part of the medieval studies major and four courses in gender and sexuality studies that are not part of the medieval studies major. In addition, each minor must have four courses that are not part of the other minor. Special minors are not permitted.

*Exceptions to the double-counting prohibition:*

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

*Advising in the major: During the junior and senior years, students are advised by the chair of the major department (or a member of the department designated by the chair) whose approval must be secured for the choice of courses each semester.*

*The deadline for seniors to propose any changes to their plan for major(s) or minor(s) is the third week of the spring semester of the senior year. Proposed changes are subject to departmental approval. Majors or minors may not be applied for or approved after graduation.*

## **7.4.1 Special majors**

*Individualized and regularized special majors are available. With permission of the departments and/or programs 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 and neuroscience, in which regularized special majors are done frequently, the departments and programs involved provide recommended programs. These regularized special majors are described in the relevant department sections of the catalog or in material available from department chairs. A special major is expected to be integrated in the sense that it specifies a field of learning (not necessarily conventional) or topic or problems for sustained inquiry that crosses departmental boundaries, or it may be treated as a subfield within the normal departmental major. Special majors consist of at least 10 credits and normally of no more than 12 credits. Students with special majors normally complete a minimum of six courses in the primary department or program, omitting some of the breadth requirements of the major field. However, course requirements central to systematic understanding of the major field may not be waived. Students with special majors must complete the major comprehensive requirement, which may consist of a thesis or other written research projects designed to integrate the work across departmental boundaries, or a comprehensive examination. By extension, special majors may be formulated as joint majors between two departments, normally with at least 5 credits in each department and 11 in both departments. The departments involved collaborate in advising and in the comprehensive examination. The Registrar's Office website has the required application form and more information for special majors. Students are not allowed to pursue more than one individualized special major.*

## **7.5 Honors Program**

*The Honors Program, initiated in 1922 by President Frank Aydelotte, is a distinctive part of Swarthmore's educational life.*

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

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

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

*Each honors candidate's program will include three preparations for external examination in a major and one in a minor or four preparations in a special or interdisciplinary major. By doing honors, students offering three preparations in a major or four preparations in a special or interdisciplinary major normally fulfill the comprehensive graduation requirement for majors in those fields.*

*Honors students who wish to complete a second major must pursue that field of study through the Course Program, and it must relate to the student's honors minor field of study. Normally, the student must complete the requirements for the Honors minor, as well as the course major in the department. If an Honors student pursues an honors special major, any second major must be taken in the Course Program, and must be either a regular major or regularized special major. In such cases, the student's academic program is subject to the overlap constraints for majoring.*

*Honors Program preparations for both majors and minors will be defined by each department, program, and interdisciplinary major that sponsors a major. In addition, minors may be defined by any department or program.*

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

they use as preparations in their programs. Individualized honors special major programs require the approval of all departments involved in the program and of the honors coordinator.

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

Students will normally include their intention to prepare for honors in their "Plan of Study for the Last 2 Years," written in the spring of their sophomore year. They must also submit a formal application for a specific program of honors preparation to the Registrar's Office. The registrar provides a form for this purpose. Departments, programs, and concentrations will make decisions about acceptance of honors programs at the end of the sophomore year. Students will be accepted into honors with the proviso that their work continue to be of honors quality. Students may also apply to enter honors during their junior year. Any proposed changes to the Honors Program must be submitted for approval on a form for this purpose available from the registrar. The decision of the departments or interdisciplinary programs will depend on the proposed program of study and the quality of the student's previous work as indicated by grades received and on the student's apparent capacity for assuming the responsibility of honors candidacy. The major department or interdisciplinary program is responsible for the original plan of work and for keeping in touch with the candidate's progress from semester to semester. Normally, honors programs may not be changed after Dec. 1 of a student's senior year, depending on departmental policies. Students may not withdraw from honors after Dec. 1 of the senior year except under extraordinary circumstances and with the permission of the major and minor departments and the Curriculum Committee. Further information about honors policies may be found in the Honors Handbook, which is available in the Registrar's Office.

At the end of the senior year, the decision of whether to award the degree with a level of honors is made by the visiting examiners. Upon their recommendation, successful candidates are awarded the bachelor's degree with honors, with high honors, or with highest honors.

## 7.6 Exceptions to the 4-Year Program

Although the normal period of uninterrupted work toward the bachelor of arts and bachelor of science degrees is 4 years, graduation in 3 years is freely permitted when a student can take advantage of Advanced Placement credits, perhaps combining them with extra work by special permission. In such cases, students may qualify for advanced standing—they may become juniors in their second year. To qualify for advanced standing, a student must (1) do satisfactory work in the first semester; (2) obtain 14 credits by the end of the first year; (3) intend to complete the degree requirements in 3 years; and (4) signify this intention when she or he applies for a major by completing a Sophomore Plan 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 art for students who are taking instruction off campus or who wish to pursue studio or instrumental work without full credit but with instruction and critical supervision. However, such programs are possible only on application to, and selection by, the department concerned, which will look for exceptional accomplishment or promise. In all cases where it is proposed to reduce academic credit and lengthen the period before graduation, the College looks particularly to personal circumstances and to careful advising and necessarily charges the regular annual tuition (see the provisions for overloads section 4.1). Full-time leaves of absence for a semester or a year or more are freely permitted and in some cases encouraged, subject also to careful planning and academic advising. Information about work and internship opportunities for those taking a leave is available through the Career Services Office.

### 7.6.1 Senior year rule

Normally the senior year rule is met by the student being registered full time for their last two, full-time semesters at Swarthmore (even if the semesters are separated by a gap), with the approved exception that seniors during the first semester of their senior year, who have obtained the approval of the chair(s) of their major department(s), may participate in the Swarthmore Semester/Year Abroad Program. Senior year rule compliance is calculated retrospectively with the last two full-time semesters of degree work, regardless if the semesters are separated in time. If students have studied elsewhere in the time between their two senior semesters, no more than 2.0 Swarthmore credits for work done elsewhere (regardless of how many courses were taken during the intervening time) may be applied to the Swarthmore degree without being out of compliance with the senior year rule. There are two circumstances where a senior can use credit for work done elsewhere to complete the Swarthmore degree without re-enrolling at Swarthmore: (a) after the eighth semester if the major department confirms that the major is done or approves that the major can be completed remotely, or (b) after earning at least 30.0 credits toward the degree if the major department confirms that the major is done or approves that the major can be completed remotely. In either case, the senior year rule is fulfilled by the last two

semesters done on the campus at Swarthmore (or with the first semester by approved study abroad), regardless of the number of subsequent credits to be earned.

## 7.7 Academic Progress Standards and Requirements

*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 course credits or the equivalent each semester. Four course credits per semester is the normal load. Students may and frequently do vary this by programs of three or five semester course credits, with special permission. College policy normally does not permit programs of fewer than 3 course credits within the normal eight-semester enrollment. Programs of more than 5 credits or fewer than 4 credits require special permission (see section 4.1 on tuition and section 8.3 on registration). Course credit earned by examination does not count in registration load. For the 2020-2021 academic year, Swarthmore has shortened the fall and spring semesters to 12 weeks of instruction each, with finals in addition, and added a 4-week January term, for 28 weeks of instruction over the year. Eligibility to enroll in the January term depends on being enrolled in either the Fall or the Spring semester. In the Fall 2020 semester, 3-3.5 credits are the normal course load and a strong recommendation, but students are allowed to take a maximum of 4.0 credits in close consultation with their advisor. The January 2021 term introduced this year has a load limit of 1.5 credits over as many as two classes. For the Spring 2021 semester, the normal load is 4 credits, and students with the permission of their advisors are allowed to take 5 or more credits."*

*Satisfactory progress towards the 32 credit graduation requirement includes earning passing grades, an overall grade point average of at least 2.0 by graduation, and completing at least one major and the non-major degree requirements listed in chapter 9 of the catalog. 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 student housing, may have additional requirements in their definitions of the student classes.*

*The Committee on Academic Requirements (CAR) is a standing committee of the faculty charged with regular review of students' academic programs and the administration of faculty regulations concerning academic standards and requirements. The committee is also empowered to recommend to the faculty waivers of certain requirements (e.g. the senior-year residency requirement). Requests for waivers are carefully evaluated by the committee and forwarded to the faculty only when a general educational advantage is perceived.*

*With the Dean of Students and the Associate Dean of Academic Affairs as co-chairs, the committee regularly meets approximately three weeks after the end of each semester to review the academic records of all students who earn two or more grades less than C in the preceding semester, or who have two or more Incomplete grades, or who are not making satisfactory progress in completing distribution or other degree requirements including cumulative GPA, or who are under advisement from previous CAR mandates. This committee may also review student records at other times should information arise about academic difficulties that were not available at the time of the regular committee meetings.*

*The committee normally follows the guidelines outlined below, but the committee also retains the right to consider extenuating circumstances of a student's case, such as health issues, family crises or other special circumstances, which may result in the committee varying from the guidelines. Additionally, the Dean of Students may vary from these guidelines within the appeals process, to take into consideration new information and/or extenuating circumstances about a student.*

*The committee may take one of several actions including, but not limited to:*

- 1. Warnings: Students meet with the dean's staff member as needed.*
- 2. Probation: Students may be placed on academic probation, continued on probation, or removed from probation, however, students may not be continued on probation for more than two consecutive semesters. Rising seniors and current seniors may receive a specific probation senior letter, which may include probationary status, if the Committee is concerned about a student's progress to graduation. Usually, the start date of any probation is the first day of classes of the next semester. The duration of the probation is typically one semester and lasts until the committee removes the probationary status at the following committee meeting. Notification of probation is considered a change in good standing status and will normally be sent to parent(s) or guardian(s) and the student meets regularly with a dean's staff member.*
- 3. Required to withdraw: Students who fail to meet the terms of their probation are normally Required to Withdraw, which requires the student to take a leave of absence for the upcoming semester. Students whose academic performance is particularly poor may be Required to Withdraw without having been placed on probation earlier. Students Required to Withdraw must take a leave of absence for a semester or longer and engage in meaningful activity (i.e. academic classes at another institution, work, and/or volunteer activities). In order to return from a required leave, the student must write a detailed letter to the Assistant Dean for Academic Affairs requesting permission to return, explaining what happened, what was done while the student was away, and outline a plan for how the student will address upon return the issues that resulted in the required leave. In some cases, the student will be required to bring back credits, pre-approved by departments, to catch up with the student's class standing. The end date of the leave is normally the first day of classes of the semester of return. Appeals may be made to the Dean of Students at the time of notification of the change of status. The student's parent(s) or guardian(s) are notified, because this is considered a change of status and is considered as a change*

*in good standing. Students who are granted permission to return will be placed on academic probation for the return semester. The academic probation starts the first day of classes.*

## **7.8 Formats of Instruction**

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

*The principal forms of individual work are attachments to courses, directed reading, and tutorials. The faculty regulation on attachments provides that a student may attach to an existing course, with the permission of the instructor, a project of additional reading, research, and writing. In this way, attachments typically extend the subject matter of a course. 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 a seminar as a preparation for an honors examination. Students who decide before the middle of the semester to do a 0.5-credit attachment may, with permission, withdraw from a regular course and carry 3.5 credits in that term to be balanced by 4.5 credits in another term. Students may do as many as two attachments each year.*

### **7.8.1 Directed Reading and Independent Study**

*Directed reading and independent study are similar, but the faculty role in the former is more bibliographical than pedagogical, and, because they require somewhat less faculty time, opportunities for directed reading are more frequent in most departments than are opportunities for independent study. With the directed reading format, faculty often provide students with a syllabus for a course not currently offered and allow the student to do the work independently. The independent study format typically requires faculty supervision of a student on a topic that has not yet been taught. In many cases, this requires the faculty member to develop a syllabus and to allow the student to do the work independently. In both cases, substantial written work and/or written examinations are considered appropriate, and it is generally desirable that the work be more specialized or more sharply focused than is usually the case in courses or seminars. The work may range from a course of reading to a specific research project. Such work is available primarily to juniors and seniors in accordance with their curricular interests and as faculty time permits.*

### **7.8.2 Student-Run Courses**

*The faculty regulation on student-run courses permits a group of students to propose a topic to an instructor for 0.5 or 1 credit and to run their own course with a reading list approved by the instructor and a final examination or equivalent administered by the instructor but normally with no further involvement of faculty. In organizing such a course, students must obtain from a faculty member approval and agreement to serve as course supervisor, and approval of a department chair or program coordinator to provide a course subject and number of record, and finally approval of the Associate Dean of the Faculty for Academic Programs. The full approval process must be complete prior to the beginning of the course; after that time, the course cannot receive degree credit. Students must provide 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 supervisor reviews the course outline, bibliography, qualifications and general eligibility of students proposing to participate in the course. 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 Associate Dean of the Faculty for Academic Programs will decide whether to approve the course. After a student-run course has been found acceptable by the appropriate department (or departments) and the Associate Dean of the Faculty for Academic Programs, the revised reading list is given to the librarian, and the course subject, number, title and class list are filed with the registrar. At the end of the course, the supervisor evaluates and grades the students' work in the usual way or arranges for an outside examiner to do so.*

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

## 7.9 Interdisciplinary Work

*The requirements of the major typically leave room for significant flexibility in students' programs, both within and outside the major. This may be used to pursue a variety of interests and to emphasize intellectual diversity. It may also be used for the practical integration of individual programs around interests or principles supplementing the major. The College offers interdepartmental majors in Asian Studies, Comparative Literature, Environmental Studies and Medieval Studies, and formal interdisciplinary minors in Black Studies, Cognitive Science, Environmental Studies, Gender and Sexuality Studies, German Studies, Interpretation Theory, Islamic Studies, Latin American and Latino Studies, and Peace and Conflict 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, and in chemical physics). Students are encouraged to seek the advice of faculty members on such possibilities with respect to their particular interests.*

## 7.10 Guidelines on Scheduling Conflicts between Academics and Athletics

*The following guidelines (adopted by the faculty in May 2002) are affirmed to recognize both the primacy of the academic mission at Swarthmore and the importance of the intercollegiate Athletics Program for our students. The guidelines are meant to offer direction with an appropriate degree of flexibility. Where conflicts occur, students, the faculty, and coaches are encouraged to work out mutually acceptable solutions. Faculty members and coaches are also encouraged to communicate with one another about such conflicts. Note that the guidelines make a firm distinction between athletics practices and competitive contests.*

- 1. Regular class attendance is expected of all students. Students who are participating in intercollegiate athletics should not miss a class, seminar, or lab for a practice.*
- 2. Students who have a conflict between an athletics contest and a required academic activity, such as a class meeting or a lecture, should discuss it and try to reach an understanding with their coach and their professor as soon as possible, preferably during the first week of the semester and certainly in advance of the conflict. When a mutually agreeable understanding is not reached, students should be mindful of the primacy of academics at Swarthmore. Students should understand that acceptable arrangements may not be feasible for all classes, particularly seminars and laboratories.*
- 3. Students should take their schedule of athletics contests into account as they plan their class schedules and may want to discuss this with their academic advisers. Students should also provide coaches with a copy of their academic schedules and promptly inform them of any changes.*
- 4. Coaches should make every effort to schedule practices and contests to avoid conflict with classes and should collect their students' academic schedules in an effort to coordinate team activities and minimize conflict. Coaches should instruct students not to miss class for practice and should encourage students to work out possible conflicts between classes and contests as early as possible.*
- 5. Faculty members should provide as complete a description of scheduling requirements as possible to their classes early each semester, preferably before registration or during the first week of classes. Both faculty members and coaches should work with students to resolve contest-related conflicts.*
- 6. Both coaches and faculty should avoid last-minute scheduling changes, and faculty should normally avoid scheduling extraordinary class meetings. Where such meetings seem desirable, students should be consulted and, as the Handbook for Instructional Staff stipulates, the arrangement cleared with the department chair and registrar. Where possible, extraordinary sessions should be voluntary or offered with a choice of sections to attend. When a schedule is changed after students have arranged their commitments, it is important for the faculty member or coach to be flexible.*
- 7. Classes will normally end each day by 4 p.m. and at 5 p.m. on Fridays. Seminars will often extend beyond 4 p.m. Afternoon laboratories are usually scheduled until 4:15 p.m. or 4:30 p.m., and students who encounter difficulties completing a lab may need to stay later than the scheduled time. In all cases, students are expected to keep to their academic commitments and then attend practices as soon as possible.*
- 8. Faculty members should recognize that students usually set aside the time from 4:15 to 7 p.m. for extracurricular activities and dinner. Late afternoon has also traditionally been used for certain courses in the performing arts. Some use of this time for other academic purposes (such as department colloquia, lectures, etc.) is appropriate, but departments are encouraged to exercise restraint in such use, particularly with respect to activities they judge important for the full academic participation of students.*

## 7.11 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, BIOL 002; CHEM 010, CHEM 022, CHEM 032, CHEM 038; PHYS 003, PHYS 004; MATH 015 and STAT 011; an introductory psychology course; an introductory sociology course; and two semester-long courses in English literature. Dental and veterinary schools have more variable requirements, in addition to the biology, chemistry, and physics listed earlier. Students interested in these fields should meet with the health sciences adviser to plan their programs. Specific requirements for each medical, dental, and veterinary school, along with much other useful information, are given in the following publications, which are available in the Health Sciences Office: Medical School Admission Requirements, Official Guide to Dental Schools, and Veterinary Medical School Admission Requirements*

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

*The health sciences adviser meets periodically with students interested in health careers and is available to assist students in planning their programs in cooperation with students' own academic advisers. The Health Sciences Office publishes Guide to Premedical Studies at Swarthmore College and Frequently Asked Preveterinary Questions to help new students plan their academic program and understand what schools look for in applicants. The Guide for Applying to Medical School for Swarthmore Undergraduates and Alumni/ae contains detailed information about the application process.*

*Further information on opportunities, requirements, and procedures can be obtained from the health sciences adviser and from the Health Sciences Office's pages on the Swarthmore College website at [www.swarthmore.edu/premed](http://www.swarthmore.edu/premed).*

## **7.12 Creative Arts**

*Work in the creative arts is available both in the curricula of certain departments and on an extracurricular basis. Interested students should consult the departmental statements in art, English literature (creative writing), music and dance, and theater.*

## **7.13 Cooperation with Neighboring Institutions**

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

## **7.14 Student Domestic Exchange Programs**

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

*Application for domestic exchange should be made to the registrar. The application deadline is Oct. 15 for exchange in the following spring semester; the deadline is March 15 for exchange in the following fall semester. Selection is made from among applicants who will be sophomores or juniors at the time of the exchange. Exchange arrangements do not permit transfer of participants to the institution with which the exchange occurs.*

*Credit for domestic exchange is not automatic. Students must follow the procedures for receiving credit for work done elsewhere, including obtaining preliminary approval of courses and after-the-fact validation of credit by the relevant Swarthmore department chairs.*

## **7.15 Off-Campus Study**

*The Off-Campus Study Office supports the international education activities of the College as well as approved credit-bearing domestic off-campus study programs. The College emphasizes the importance of study abroad and encourages all students to explore possibilities for doing so as integral parts of their degree programs. The Off-Campus Study Office is the on-campus clearinghouse for information on study abroad, and normally is the starting place for exploration and planning. The Off-Campus Study Office will help all interested students at every stage of the process: planning, study abroad, and return. Proper planning begins with attendance at a general information meeting, and then a study abroad advising appointment, as early as possible in one's college career.*

Participants in approved Off-Campus Study programs remain registered at Swarthmore and are subject to the rules and regulations of the College. Students may participate up to two semesters, beginning spring of the sophomore year, and during the junior year. Fall semester seniors may participate with the permission of their major department as long as they meet all other eligibility requirements.

To be accepted for credit toward the Swarthmore degree, courses must meet Swarthmore academic standards, and be preapproved through the Off-Campus Study Office's procedures. Credit is awarded according to College regulations for accrediting work at other institutions, and the process must be completed within the semester immediately following participation.

Students are expected to earn the normal load of four credits per semester, or eight credits per academic year. Students are eligible to earn up to a maximum of five credits per semester (six credits when required by the host institution to enroll in what is equivalent to six credits at Swarthmore), not to exceed a maximum of ten credits per academic year.

To participate students must be in good standing concerning both their academic program and conduct. The Off-Campus Study Office and the Dean's Office meet to review student standing and to determine eligibility. Students must also meet the eligibility requirements of the programs to which they apply.

Eligible students must have completed on average four credits per semester. Students will jeopardize their ability to participate with incompletes as part of their academic record. The deadline for completion of incompletes will reflect the need to meet deadlines relating to acceptance to programs and/or to the submission of forms, deposits, the purchase of airfares, etc. Normally students will have been accepted into a major, or in the case of sophomores, have a plan for applying to a major. Students must also have a zero balance on their student accounts.

Participating students must comply with the Off-Campus Study payment plan. Students continue to pay Swarthmore's comprehensive fee for Swarthmore tuition, room, and board. The College then pays for the tuition fees, room and board costs, health and travel insurance, and the round-trip travel of participating students. The amount of airfare is capped at the amount of a round-trip from Philadelphia to the abroad site. Normally, financial aid is automatically applied to study abroad.

There are more than three hundred approved off-campus study programs listed on the Off-Campus Study website.

The Off-Campus Study Office maintains direct enrollment agreements with many universities around the world.

In addition to these programs, Swarthmore students attend a number of excellent approved study abroad programs throughout provided by other institutions. The Off-Campus Study Office, along with the academic departments and programs of the College, will advise students on these opportunities.

***Swarthmore-administered Programs:***

*Swarthmore/Macalester/Pomona Globalization, the Environment and Society, Cape Town, South Africa (see Environmental Studies)*

***Reciprocal Exchanges:***

*Ashesi University College Exchange Program, Ghana*

*University of Tokyo Exchange Program, Japan*

*Yale/NUS, Singapore*

***Special Affiliations:***

*Consortium for Advanced Studies Abroad*

*HECUA (Higher Education Consortium for Urban Affairs), Ecuador, Italy, New Zealand, Northern Ireland, Norway*

*Intercollegiate Center for Classical Studies, Rome, Italy (see Classics)*

*Siena School for Liberal Arts, Italy*

*Swedish Program, Sweden*

*University of Ghana, ISEP Direct Partner*

## **7.16 CPT/CXPL 001/002**

Swarthmore permits approved Curricular Practical Training (CPT). CPT is a form of work authorization available for eligible F-1 students before their program end date for experiential learning opportunities. Eligible students must have declared a major, be in good standing, be in F1 status for two academic terms, and be registered for Swarthmore's Curricular Experiential Learning (CXPL) course 001 or 002, or a course that requires work experience before CPT can be authorized. Approved CPT must be an integral part of the student's academic program at Swarthmore College. Any international student with an F-1 Visa employed by any company in the form of an internship or other types of off-campus employment must obtain approval for CPT and enroll in the CXPL course, or a course that requires a work component. The work experience must be in the student's field of study and contain a curricular component. The CPT experience must be complimentary training to the student's curriculum and should contribute substantially to the student's learning experience. Eligible students must have an offer of employment from a company or organization prior to registering for CXPL 001/002. The CPT must be approved by the Department Head or Academic adviser, and the Assistant Dean and Director of International Student Programs. Students are required to measure the learning outcome(s) after CPT. The CXPL course, once completed and assessed, will be graded with the CR (credit) grade notation.

## 7.17 The Tri-College (Tri-Co) Philly Program

The Tri-Co Philly Program is a semester-long program that provides students at Swarthmore, Bryn Mawr, and Haverford Colleges classes and co-curricular activities in Philadelphia. This cohort-based urban experience facilitates engagement with the diversity, complexity and innovation of the city.

Students take two urban-focused courses from a variety of academic disciplines taught by Tri-Co faculty in Philadelphia. The setting provides a sense of place to enhance the classroom experience, helping students learn firsthand how the material in the courses is informed by the urban environment. Artists, activists, city leaders and representatives from organizations are invited guests in the classes, and students explore the city through neighborhood tours and through trips to museums, community-based organizations, archives, and arts and cultural organizations.

The program will run in full in spring 2022, but in a modified format for the fall 2021 semester.

In the fall of 2021, students can enroll in either of two stand-alone courses without joining a program cohort. The courses are Narrativity and Hip Hop (ENGL B216) and Urban Places, Historical Spaces: Society, Health and Social Justice in Philadelphia (HLTH H211).

When the program returns in full in spring 2022, program students will enroll in the core course, Power and Politics in Philadelphia (POLS H229) and one of the following elective courses: History of Architecture and Urbanism in Philadelphia (CITY B207) or Borders and Migration (POLS 031).

The full program also includes participation in twice-monthly Philadelphia-based cohort activities - some academic in nature, some connected to issues of social justice, and some simply fun. Program students also take part in an orientation, a mid-semester gathering and a closing dinner.

Sophomores, juniors and seniors are eligible to apply to participate in the program. Additional spaces in the courses are available to other Tri-Co students. Costs for travel to classes are covered for all students taking Tri-Co Philly Program courses. Expenses related to the program's co- and extracurricular programming are also covered for students enrolled in the program.

For more information, visit the program website at <https://www.haverford.edu/philly-program> or contact Calista Cleary at [ccleary1@swarthmore.edu](mailto:ccleary1@swarthmore.edu).

## 7.18 Military and Veterans

College point of contact: Martin Warner, Registrar, is Swarthmore College's point of contact for support services for veterans, military service members, and their families.

Application fee waived: Veterans and active-duty service members do not need to pay the \$60 application fee when submitting an admissions application to Swarthmore College.

Some late penalties waived: In compliance with the Veterans Benefits and Transition Act of 2018 (Public Law 115-407) veterans benefits beneficiaries covered as a result of using Ch. 33 Post-9/11 GI Bill or Ch. 31 VC&E benefits, who have met enrollment certification requirements with the Registrar's Office have, without penalty, up to 90 days after the enrollment certification is done to satisfy their financial obligations to the college. In order for the college to complete enrollment certification, the student must submit the following to the Registrar's Office, but not later than the first day of classes: a certificate of eligibility for entitlement to the Ch. 33 Post-9/11 GI Bill or Ch. 31 VC&E benefits; and a written request to have their semester enrollment certified in order to receive benefits.

To receive U.S. Veterans Affairs (VA) education benefits, eligible Swarthmore students must submit a copy of the VA Certificate of Eligibility (COE) -- either the official letter or, if available, the Vets.gov "Post-9/11 GI Bill© Statement of Benefits" -- to the Swarthmore College School

*Certifying Official in the Registrar's Office. Faxed, scanned copies or legible phone photos are acceptable if confirmation has been received by the student from the Registrar's Office that the document is legible.*

*To receive benefits in a given semester, eligible students must request in writing, to the Registrar's Office, that you want to have your enrollment certified to the VA. Requests normally should be made on or shortly before the first week of classes each semester. Email the Registrar's Office and expect a reply to confirm that we got your request. We certify enrollment to the VA in the third week of classes, after our drop/add period is over.*

*Yellow Ribbon: The request for certification of enrollment should please clarify if the student also intends to receive the Yellow Ribbon benefit. For more information about Swarthmore's Yellow Ribbon benefit, please see the Registrar's Office web page on Military and Veterans.*

## **7.19 Student Right to Know**

*Swarthmore College's graduation rate is 94 percent. This is the percentage graduating within 6 years, based on the most recent cohorts, calculated according to "Student Right to Know" guidelines.*

## 8 Faculty Regulations

### 8.1 Attendance at Classes

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

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

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

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

### 8.2 Grades

*During the year, instructors periodically report on the students' coursework to the Dean's and Registrar's offices. Informal reports during the semester take the form of comments on unsatisfactory work. At the end of each semester, formal grades are given in each course either under the credit/no credit (CR/NC) system, or under the letter system, by which A means excellent work; B, good work; C, satisfactory work; D, passing but below the average required for graduation; and NC (no credit), uncompleted or unsatisfactory work. Letter grades may be qualified by pluses and minuses. S signifies a requirement satisfactorily fulfilled. W signifies that the student has been permitted to withdraw from the course. X designates a condition that means a student has done unsatisfactory work in the first half of a yearlong course but by creditable work during the second half may earn a passing grade for the full course and thereby remove the condition. R is used to designate an auditor or to indicate cases in which the work of a foreign student cannot be evaluated because of deficiencies in English.*

#### 8.2.1 In Progress

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

#### 8.2.2 Incompletes

*Incomplete (INC) means that a student's work is incomplete with respect to specific assignments or examinations. The faculty has voted that a student's final grade in a course should incorporate a zero for any part of the course not completed by the date of the final examination or the end of the examination period. However, if circumstances beyond the student's control (e.g., illness, family emergency) preclude the completion of the work by this date, a grade of INC may be assigned with the permission of the faculty instructor and the registrar. Note that "having too much work to do" is not, in fairness to other students, considered a circumstance beyond the student's control. A form for the purpose of requesting an incomplete is available from the Registrar's Office and must be filled out by the student and signed by the faculty instructor and the registrar and returned to the registrar no later than the last day of final examinations. In such cases, incomplete work must normally be made up and graded, and the final grade recorded within 5 weeks after the start of the following semester. Except by special permission of the registrar and the faculty instructor, all grades of INC still outstanding after that date will be replaced on the student's permanent record by NC (no credit). Waiver of this provision by special permission shall in no case extend beyond 1 year from the time the INC grade was incurred. Finally, any remaining INC grades must be resolved with a final grade or NC by the Tuesday prior to a student's graduation. For the 2020-2021 academic year, Fall 2020 semester incomplete work must normally be made up and graded, and the final grade recorded within 5 weeks after the start of the Spring 2021 semester.*

#### 8.2.3 Credit/No Credit

*The Credit No Credit policy was revised for the 2018-2019 academic year. The policy has the following important components.*

*The first semester of the first year: The only grades recorded on a Swarthmore student's official transcript for courses taken during the first semester of the first year are CR (credit) or NC (no credit). For first-year students in their first semester, CR will be recorded for work that would earn a grade of D- (D minus) or higher. Credit No Credit for the first semester of the first year is mandatory. By policy, first semester, first-year Swarthmore student CR grades are never uncovered to reveal the shadow letter grades on the official transcript.*

*Four more Credit No Credit courses: After the first semester, students may exercise the option to take up to four more courses Credit No Credit by informing the Registrar's Office within the first 9 weeks of the term in which the course is taken, or the 5th week of the course if it meets for only half the semester, using the form provided for this purpose. After the Fall semester of the first year, a student electing the Credit No Credit option and earning a C- (C minus) or better will receive a CR on the transcript.*

*The handling of D grades and NC grades: After the first semester of the first year, a student taking a course optionally elected as Credit No Credit and earning any D level grade (D+, D, or D-) will receive that letter grade on the transcript and earn degree credit, and the course will count against the four optional Credit No Credit elections. A course optionally taken Credit No Credit and earning NC (No credit) will receive NC on the transcript, not receive degree credit, and the course will count against the four optional Credit No Credit elections.*

*Uncovering the letter grade: In any course optionally elected Credit No Credit and graded CR on the transcript, students (except spring semester graduating seniors) will have until the end of the second week of the following semester the option of removing the CR notation and permanently uncovering the underlying shadow letter grade in order that it appear as the grade on the transcript. Students who want this must use the Registrar's form provided for this purpose. Courses where the CR is uncovered continue to count against the four optional Credit No Credit elections. In the case of spring semester graduating seniors, the deadline to uncover the underlying shadow letter grade is the Tuesday prior to commencement.*

*Repeated courses normally may not be taken Credit No Credit. Courses only offered as Credit No Credit do not count in the four optional elections; these courses normally do not have shadow letter grades, and if they do, those shadow grades are not eligible for uncovering.*

*Instructors provide the registrar letter grades for all first-year students in the first semester and for all optionally Credit No Credit courses, except for the few courses that are only graded CR NC. The final transcript notation is determined by the rules of the policy articulated herein. The letter grades earned in CR NC courses are available to students in mySwarthmore. For first-year students in the first semester, instructors are also asked to provide the student with a written evaluation of the student's work.*

*If available, letter grades for Credit No Credit courses may be provided to other institutions only if requested by the student and absolutely required by the other institution. For students who have transferred their undergraduate degree candidacy to another school, if requested by the student and if available, letter grades earned in Credit No Credit courses will be recorded on the Swarthmore transcript. For the 2020-2021 academic year, which has a credit-load-limited Fall 2020 semester and a new January term, the mandatory CR NC first semester policy for first-year students is extended to include the January 2021 term."*

## **8.2.4 Repeated Courses**

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

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

## **8.2.5 Grade Reports**

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

## **8.2.6 Grade Average**

*An average of C (2.0) is required in the courses counted for graduation. An average of C is interpreted for this purpose as being a numerical average of at least 2.0 (A+, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, and D- = 0.67). Grades of CR/NC and grades on the record for courses not taken at Swarthmore College are not included in computing this average. Swarthmore College does not release GPA or rank in class outside the college.*

## **8.3 Registration**

*All students are required to register and enroll at the times specified in official announcements and to file programs approved by their faculty advisers.*

*A regular student is expected to take the prescribed number of courses in each semester to progress toward the degree in the normal eight-semester enrollment. If more than 5 or fewer than 4 credits seem desirable, the faculty adviser should be consulted and a petition filed with the registrar (programs of fewer than 3 credits are not allowed in the normal eight-semester enrollment). Students are expected to select classes that do not pose scheduling conflicts.*

*Course registration adds and drops must be finalized within the first 2 weeks of the semester. To add a course, the instructor's permission is required. Withdrawal from a course after the first two weeks of the semester is indicated with the permanent grade notation W. To withdraw from a course, students must file an application to withdraw, and it must be received by the Registrar 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.*

*Enrolled students may audit an additional class or classes depending on the permission of the instructor(s). Successfully completed audits are recorded with the grade notation R at the end of the semester (except in cases where a registered student has withdrawn after the first 2 weeks of the semester, in which case the appropriate withdrawal notation stands). Students on leaves of absence are normally not allowed to audit courses.*

## **8.4 Examinations**

*Any student who is absent from an examination that is announced in advance must understand that the exam may be rescheduled only by special arrangement with the course instructor. Examinations are not normally rescheduled to accommodate travel plans. Examinations are restricted to students who are registered for the course or otherwise have the explicit permission of the faculty member to take the exam.*

### **8.4.1 Final Examinations**

*The final examination schedule specified in official announcements directs the place and time of all finals unless the instructor has made other special arrangements. However, College policy holds that students with three final examinations within 24 hours are allowed to reschedule one of these examinations in consultation with the instructor, as long as the consultation occurs in a timely manner.*

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

## **8.5 Student Leaves of Absence, Withdrawal, and Readmission**

### **8.5.1 Leaves of Absence**

*Student leaves of absence are freely permitted provided the request for leave is received by the date of enrollment and the student is in good standing. Students planning a leave of absence or planning to return following a leave of absence should consult with a dean and complete the necessary form before the deadline published each semester (usually Nov. 15 and April 1). The form asks students to specify the date of expected return.*

### **8.5.2 Withdrawal**

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

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

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

### **8.5.3 Readmission**

*A student who has withdrawn from the College for any reason, voluntarily or involuntarily, may apply for readmission by writing to the assistant dean for academic affairs. 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 others. In the case of withdrawal for medical reasons, this documentation must include an evaluation from the student's personal health care provider. In addition, the student will generally be required to show evidence of successful social, occupational, and/or academic functioning during the time away from the College. This evidence must include the completion of any outstanding incompletes on record.*

*After such evidence has been provided, the materials will be forwarded to the Evaluation Committee. In the case of health-related withdrawals, the materials will be reviewed by the director of Worth Health Center and/or the director of Counseling and Psychological Services, and the student will be required to be evaluated in person by the appropriate health care professional at the College. At the discretion of the Evaluation Committee, such evaluations may be required for other types of withdrawals as appropriate. These evaluations will provide adjunctive information to the committee's decision-making process. The Evaluation Committee will normally meet with the student and will make a determination regarding the student's readiness to resume study at Swarthmore.*

### **8.5.4 Short-Term Health-Related Absences**

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

## **8.6 Summer School Work and Other Work Done Elsewhere**

*Students who wish to receive Swarthmore College credit for work at another school must obtain preliminary approval and after-the-fact validation by the Swarthmore department or program concerned, or for participants in the Off-Campus Study program, the Swarthmore Off-Campus Study Office. Preliminary approval depends on adequate information about the content and instruction of the work to be undertaken and ensures the likelihood of the work's applicability toward the Swarthmore degree as well as clarifies the amount of Swarthmore credit likely. Preliminary approval is tentative except when automatic credit is approved as part of the Off-Campus Study Program. Final validation of the work for credit will depend on evaluation of the materials of the course, such as syllabus, transcript, written work, examinations, indication of class hours, and so forth unless the course has been pre-estimated to receive automatic credit as part of the Off-Campus Study Program. In all cases, transfer of credit is subject to successful completion of the course, i.e., receipt of a straight US equivalent grade of "C" or higher. Work in other programs, especially summer school programs, may sometimes be given less credit than work at Swarthmore, but this will depend on the nature of the program and the work involved. Validation may include an examination, written or oral, administered at Swarthmore. All decisions are made on a case-by-case basis. Credit for AP and similar work is discussed in section 3.5. To receive Swarthmore credit for study abroad during the academic year, students must participate in the Off-Campus Study Program and comply with its payment plan (study abroad is discussed in section 7.15 ). For the 2020-2021 academic year, students who have been approved for a leave of absence from Swarthmore for either or both of Fall or Spring are allowed to submit no more than the equivalent of 2.0 Swarthmore credits for course work completed elsewhere, taken either in-person or remotely, during the academic year.*



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

*Students who wish to receive natural sciences and engineering practicum (NSEP) credit for courses taken elsewhere must obtain preliminary approval for the course from the department involved as well as final validation as with other credit. The department can approve NSEP credit if the course is comparable with a Swarthmore NSEP course. Generally, courses taken elsewhere that are not comparable with a Swarthmore NSEP will not receive NSEP credit; however, in exceptional cases, if NSEP criteria are satisfied elsewhere, the department chair may recommend NSEP credit award to the Division of Natural Sciences and Engineering for its final decision.*

*Requests for credit must be made within the semester following the term in which the work was done. Credit is lost if a student takes a course at Swarthmore that essentially repeats the work covered by the credit. For instructions on how to apply for transfer credit, please see this [Transfer Credit](#) page.*

*The normal deadline for seniors to submit official documentation originating from off-campus sources for credit toward their degree is the end of classes in the spring of the senior year. The absolute deadline for the registrar to receive such documentation is six (6) days before graduation; after that, no new documents from off-campus sources will be applied to graduation in that year. Students needing such documents to graduate will have to defer graduation to the following year.*

## **8.7 Finality of Transcripts**

*After graduation, the student's academic record is final and closed to change. The only exception to this is that in the weeks immediately following graduation clerical errors can be corrected.*

## **8.8 Physical Education**

*In the first and second years, all nonveteran students not excused for medical reasons are required to complete 4 units of physical education by the end of their sophomore year. In addition, all students must pass a survival swimming test or take up to one unit of swimming instruction by the end of their sophomore year. For complete requirements, see [Physical Education and Athletics](#).*

## **8.9 Commencement Procession Rule**

*Seniors must be completely finished with degree requirements and approved by vote of the faculty in order to graduate in a given year and participate in commencement exercises.*

## **8.10 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.*

## 9 Degree Requirements

### 9.1 Bachelor of Arts and Bachelor of Science

*The degree of Bachelor of Arts or Bachelor of Science is conferred by faculty vote upon students who have met the following requirements for graduation:*

1. *Completed 32 course credits or their equivalent.*
2. *An average grade of at least C in the Swarthmore courses counted for graduation (see section 8.2.6). A student with more than 32 credits may use the Swarthmore credits within the highest 32 for the purposes of achieving the C average.*
3. *Complied with the distribution requirements and have completed at least 20 credits outside one major subject (see section 7.2).*
4. *Fulfilled the foreign language requirement, having either: (a) successfully studied 3 years or the "block" equivalent of a single foreign language during grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level); (b) achieved a score of 600 or better on a standard achievement test of a foreign language; (c) passed either the final term of a college-level, yearlong, introductory foreign language course or a semester-long intermediate foreign language course; or (d) learned English as a foreign language while remaining demonstrably proficient in another.*
5. *Met the requirements in the major and supporting fields during the last 2 years. (For requirements pertaining to majors and minors, see section 7.4).*
6. *Passed satisfactorily the comprehensive requirement in the major field or met the standards set by visiting examiners in the Honors Program.*
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. (For more information regarding the senior year rule, see section 7.6.1).*
8. *Completed the physical education requirement set forth in the Physical Education and Athletics Department statements.*
9. *Paid all outstanding bills and returned all equipment and library books.*

### 9.2 Master of Arts and Master of Science

*The degree of Master of Arts or Master of Science may be conferred subject to the following requirements:*

*Only students who have completed the work for the bachelor's degree with some distinction, either at Swarthmore or at another institution of satisfactory standing, shall be admitted as candidates for the master's degree at Swarthmore.*

*The candidate's record and a detailed program setting forth the aim of the work to be pursued shall be submitted, with a recommendation from the department or departments concerned, to the Curriculum Committee. If accepted by the committee, the candidate's name shall be reported to the faculty at or before the first faculty meeting of the year in which the candidate is to begin work.*

*The requirements for the master's degree shall include the equivalent of a full year's work of graduate character. This work may be done in courses, seminars, reading courses, regular conferences with members of the faculty, or research. The work may be done in one department or in two related departments.*

*A candidate for the master's degree shall be required to pass an examination conducted by the department or departments in which the work was done. The candidate shall be examined by outside examiners, provided that where this procedure is not practicable, exceptions may be made by the Curriculum Committee. The department or departments concerned, on the basis of the reports of the outside examiners, together with the reports of the student's resident instructors, shall make recommendations to the faculty for the award of the degree.*

*At the option of the department or departments concerned, a thesis may be required as part of the work for the degree.*

*A candidate for the master's degree will be expected to show before admission to candidacy a competence in those languages deemed by his or her department or departments most essential for the field of research. Detailed language requirements will be indicated in the announcements of departments that admit candidates for the degree.*

*The tuition fee for graduate students who are candidates for the master's degree is the same as for undergraduates (see section 4.1).*

# 10 The Corporation

*May 8, 2021 to May 6, 2022*

*Salem Shuchman '84, Chair*

*Harold (Koof) Kalkstein '78, Vice Chair*

*Erin Brownlee Dell, Secretary  
Swarthmore College*

*Robin Shores, Assistant Secretary  
Swarthmore College*

*Greg Brown, Treasurer  
Swarthmore College*

*Alice Turbiville, Assistant Treasurer  
Swarthmore College*

# 11 Board of Managers

## ***Board of Managers***

*Leslie Abbey '90*  
*William Boulding '77*  
*David Bradley '75, H'11*  
*John Chen '76, P'19*  
*Rhonda Resnick Cohen '76*  
*Thomas Collins '88*  
*Elizabeth Economy '84*  
*Lauren Glant '83*  
*Thomas W. T. Hartnett '94*  
*Marilyn Holifield '69*  
*S. Leslie Jewett '77*  
*Eleanor Joseph '07*  
*Jaky Joseph '06*  
*Harold (Koof) Kalkstein '78*  
*Lucy Lang '03*  
*Edgar Lee '98*  
*Cindi Leive '88*  
*Sabrina Martinez '92*  
*Corey Mulloy '94*  
*Nicole O'Dell Odum '88*  
*Cathryn Polinsky '99*  
*Asahi Pompey '94*  
*H. Vincent Poor*  
*Dorothy Robinson '72*  
*Anne Schuchat '80*  
*Gustavo Schwed '84*  
*June Rothman Scott '61*  
*Salem D. Shuchman '84*  
*James Snipes '75*  
*Thomas E. Spock '78*  
*Sujatha A. Srinivasan '01*  
*Bryan Wolf '84*  
*Brian Wong '96*  
*Winston Zee*

## ***Chair, Emeriti***

*Barbara W. Mather '65*

## ***Emeriti***

*Samuel L. Hayes III '57*  
*Giles K. Kemp, '72*  
*Jane Lang '67*  
*Bennett Lorber '64*  
*Marge Pearlman Scheuer '48*  
*J. Lawrence "Larry" Shane '56*

## ***Ex Officio***

*Valerie Smith, President*  
*BoHee Yoon '01, President of Alumni Association and Alumni Council*

## 12 Alumni Council

*Alumni Council, the governing body of the Alumni Association, participates in a variety of activities to support students, alumni, and the College. If you have questions about Council, please contact the Lisa Shafer at 610-328-8009 or lshafer1@swarthmore.edu.*

### **Goals**

- *Support the College*
- *Broaden participation of alumni with the College*
- *Strengthen Alumni Council programs*

### **Mission**

*Alumni Council provides a range of services to alumni, students, and the administration of Swarthmore College; fosters communication between the College and alumni; and facilitates input from alumni to the College in the development of policies.*

### **Executive Committee**

- *Emily Anne Nolte Jacobstein '07, president*
- *Anne Richards '97, vice president*
- *BoHee Yoon '01, secretary*
- *Julian Harper '08, faculty & staff liaison*
- *Laura McKee '88, Advancement division liaison*
- *Laura Markowitz '85, student liaison*
- *Christopher "Kip" Davis '75, special appointment: volunteer groups liaison*
- *Way-Ting Chen '94, special appointment: volunteer groups liaison*
- *Charles Bailey '67, special appointment: Sustainability division liaison*
- *Peter Jaquette '74, special appointment: Sustainability division liaison*
- *Janet Erlick '88, nominating chair and immediate past president*

## 13 Faculty and Other Instructional Staff

### 13.1 Emeriti

**Robert C. Bannister**, B.A., Ph.D., Yale University; B.A., M.A., University of Oxford, Scheuer Professor Emeritus of History.

**Stephen P. Bensch**, M.A., University of Toronto; Ph.D., University of California, Berkeley, Professor Emeritus of History.

**Thomas H. Blackburn**, B.A., Amherst College; B.A., M.A., University of Oxford; Ph.D., Stanford University, Centennial Professor Emeritus of English Literature.

**John R. Boccio**, B.S., Polytechnic Institute of Brooklyn; Ph.D., Cornell University, Professor Emeritus of Physics.

**Aurora Camacho de Schmidt**, B.A., Universidad Iberoamericana; M.A., Ph.D., Temple University, Professor Emerita of Spanish.

**Joy Charlton**, B.A., University of Virginia; M.A., Ph.D., Northwestern University, Professor Emerita of Sociology.

**Peter J. Collings**, B.A., Amherst College; M.Ph., Ph.D., Yale University, Morris L. Clothier Professor Emeritus of Physics.

**Michael W. Cothren**, B.A., Vanderbilt University; M.A., Ph.D., Columbia University, Scheuer Family Professor Emeritus of Humanities.

**Susan P. Davis**, B.S., Springfield College; M.S., Smith College, Professor Emerita of Physical Education.

**Lee Devin**, B.A., San Jose State College; M.A., Ph.D., Indiana University, Professor Emeritus of Theater.

**Robert S. DuPlessis**, B.A., Williams College; M.A., Ph.D., Columbia University, Isaac H. Clothier Professor Emeritus of History and International Relations.

**Richard Eldridge**, A.B., Middlebury College; M.A., Ph.D., University of Chicago, Charles and Harriett Cox McDowell Professor Emeritus of Philosophy.

**James D. Freeman**, B.A., M.A., Ph.D., Harvard University, Daniel Underhill Professor Emeritus of Music.

**Sharon E. Friedler**, B.A., Colby College; M.F.A., Southern Methodist University, Professor Emerita of Dance.

**J. William Frost**, B.A., DePauw University; M.A., Ph.D., University of Wisconsin, Howard M. and Charles F. Jenkins Professor Emeritus of Quaker History and Research.

**John E. Gaustad**, A.B., Harvard University; Ph.D., Princeton University, Edward Hicks Magill Professor Emeritus of Astronomy.

**Kenneth J. Gergen**, B.A., Yale University; Ph.D., Duke University, Gil and Frank Mustin Professor Emeritus of Psychology.

**Charles E. Gilbert**, B.A., Haverford College; Ph.D., Northwestern University, Professor Emeritus of Political Science and Provost Emeritus.

**Scott F. Gilbert**, B.A., Wesleyan University; M.A., Ph.D., Johns Hopkins University, Howard A. Schneiderman Professor Emeritus of Biology.

**Charles M. Grinstead**, B.A., Pomona College; M.A., Ph.D., University of California, Los Angeles, Professor Emeritus of Mathematics.

**Cynthia Perwin Halpern**, B.A., Tulane University; M.A., London School of Economics; Ph.D., Princeton University, Associate Professor Emeritus of Political Science.

**James H. Hammons**, B.A., Amherst College; M.A., Ph.D., Johns Hopkins University, Professor Emeritus of Chemistry.

**John J. Hassett**, B.A., St. Francis College; M.A., University of Iowa; Ph.D., University of Wisconsin, Susan W. Lippincott Professor Emeritus of Modern and Classical Languages.

**Sara Hiebert Burch**, B.S., University of St. Andrews; Ph.D., University of Washington, Professor Emeritus of Biology.

**Raymond F. Hopkins**, B.A., Ohio Wesleyan University; M.A., Ohio State University; M.A., Ph.D., Yale University, Richter Professor Emeritus of Political Science.

**Guðmund R. Iversen**, M.A., University of Michigan; Ph.D., Harvard University, Professor Emeritus of Statistics.

**Charles L. James**, B.S., State University of New York, New Paltz; M.S., State University of New York, Albany, Sara Lawrence Lightfoot Professor Emeritus of English Literature.

**John B. Jenkins**, B.S., M.S., Utah State University; Ph.D., University of California, Los Angeles, Isaac H. Clothier Jr. Professor Emeritus of Biology.

**Jennie Keith**, B.A., Pomona College; M.A., Ph.D., Northwestern University, Centennial Professor Emerita of Anthropology and Provost Emerita.

**Charles F. Kelemen**, B.A., Valparaiso University; Ph.D., Pennsylvania State University, Edward Hicks Magill Professor Emeritus of Computer Science.

**Deborah G. Kemler Nelson**, B.A., M.A., Ph.D., Brown University, Centennial Professor Emerita of Psychology.

**T. Kaori Kitao**, B.A., M.A., University of California, Berkeley; Ph.D., Harvard University, William R. Kenan Jr., Professor Emerita of Art History.

**Eugene A. Klotz**, B.S., Antioch College; Ph.D., Yale University, Albert and Edna Pownall Buffington Professor Emeritus of Mathematics.

**James R. Kurth**, B.A., Stanford University; M.A., Ph.D., Harvard University, Claude C. Smith Professor Emeritus of Political Science.

**Hugh M. Lacey**, B.A., M.A., University of Melbourne; Ph.D., Indiana University, Scheuer Family Professor Emeritus of Philosophy.

**Asmarom Legesse**, B.A., University College of Addis Ababa; Ed.M., Ph.D., Harvard University, Professor Emeritus of Anthropology.

**Lillian M. Li**, A.B., Radcliffe College; A.M., Ph.D., Harvard University, Sara Lawrence Lightfoot Professor Emerita of History.

**Jeanne Marecek**, B.S., Loyola University; Ph.D., Yale University, William R. Kenan Jr. Professor Emerita of Psychology.

**Michael Marissen**, B.A., Calvin College; Ph.D., Brandeis University, Professor Emeritus of Music.

**Arthur E. McGarity**, B.S., Trinity University; M.S.E., Ph.D., Johns Hopkins University, Henry C. and J. Archer Turner Professor Emeritus of Engineering.

**Ann Kosakowski McNamee**, B.A., Wellesley College; M.Phil., Ph.D., Yale University, Professor Emerita of Music.

**Rachel A. Merz**, B.A., Western New Mexico University; M.S., University of Florida; Ph.D., University of Chicago, Walter Kemp Professor in the Natural Sciences, Professor Emerita of Biology.

**Brian A. Meunier**, B.F.A., University of Massachusetts-Amherst; M.F.A., Tyler School of Art, Temple University, Professor Emeritus of Art.

**Micheline Rice-Maximin**, Licence and Maitrise Universite de la Sorbonne, Paris-IV; M.A., University of North Texas; Ph.D., University of Texas-Austin, Associate Professor of French.

**Frank A. Moscatelli**, B.S., C.W. Post College; M.S., Ph.D., New York University, Edward Hicks Magill Professor Emeritus of Physics.

**Michael L. Mullan**, B.A., University of California, Berkeley; M.Ed., Ph.D., Temple University; Ph.D., University of Delaware, Professor Emeritus of Physical Education and Sociology.

**Jane Mullins**, B.A., Swarthmore College, Registrar Emerita.

**Braulio Muñoz**, B.A., University of Rhode Island; M.A., Ph.D., University of Pennsylvania, Centennial Professor Emeritus of Sociology.

**Marjorie Murphy**, B.A., Jersey City State College; M.A., San Jose State University; Ph.D., University of California, Davis, Professor Emerita of History and James C. Hormel Professor Emerita in Social Justice.

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**Allison N. Miller**, B.A. Ponom College, M.A., Ph.D., University of Texas at Austin, Assistant Professor of Mathematics

**Stephen T. Miller**, A.B., Princeton University; Ph.D., Harvard University, Professor of Chemistry and Biochemistry.

**Stacey Miller**, B.S., University of Rhode Island; M.A., Saint Joseph's University, Laboratory Instructor of Biology.

**Benjamin R. Mitchell**, B.A., Swarthmore College; M.S.E., The Johns Hopkins University; Ph.D., The Johns Hopkins University.

**Lauren Mohn**, B.A., Williams College; Ph.D., University of Wisconsin-Madison, Assistant Professor of Environmental Studies (part time).

**Lynne A. Molter**, B.S., B.A., Swarthmore College; S.M., Sc.D., Massachusetts Institute of Technology, Professor of Engineering.

**Allan Moser**, B.A., B.S., University of Texas at Austin; M.S. & Ph.D. Purdue University, Visiting Professor of Engineering (part time).

**Chandra Moss-Thorne**, B.A., Butler University, Lecturer in Dance.

**Braulio Muñoz**, B.A., University of Rhode Island; M.A., Ph.D., University of Pennsylvania, Centennial Professor of Sociology.

**Rosaria V. Munson**, Laurea in Lettere Classiche, Università degli Studi, Milano; Ph.D., University of Pennsylvania, Professor of Classics.

**James Murphy**, B.F.A., State University of New York, Albany, Associate in Theater Performance.

**Carol Nackenoff**, A.B., Smith College; M.A., Ph.D., University of Chicago, Richter Professor of Political Science.

**Maya Nadkarni**, B.A., M.A., Harvard University; Ph.D., Columbia University, Associate Professor of Anthropology.

**Donna Jo Napoli**, B.A., M.A., Ph.D., Harvard University, Professor of Linguistics and Social Justice.

**Joseph Nelson**, B.A., Loyola University; M.A., Marquette University; Ph.D., The Graduate Center, City University of New York, Associate Professor of Educational Studies.

**Tia Newhall**, B.S.-SED, M.S., Ph.D., University of Wisconsin-Madison, Professor of Computer Science.

**Alba Newmann Holmes**, B.A., University of Chicago; M.A., Ph.D., University of Texas-Austin, Visiting Assistant Professor and Assistant Director of the Writing Program.

**C. Andrew Neu**, B.M. Music Ed., Temple University, Associate in Performance (Music).

**Lev Nikulin**, B.A., Rutgers University; M.A., Ph.D., Princeton University, Visiting Assistant Professor of Russian.

**Catherine J. Norris**, B.A., M.A., Ph.D., University of Chicago, Associate Professor of Psychology.

**Vitaly Lorman**, B.A., Lawrence University, M.A., Ph.D. Johns Hopkins University, Visiting Assistant Professor of Mathematics

**Stephen A. O'Connell**, A.B., Oberlin College; Ph.D., Massachusetts Institute of Technology, Gil and Frank Mustin Professor of Economics.

**Fiona O'Donnell**, B.S., University of Connecticut; M.S. University of Massachusetts, Amherst; Ph.D. University of Massachusetts, Amherst, Visiting Assistant Professor Engineering.

**Susan O'Donnell**, B.S., Wesleyan University; M.S., Ph.D., University of Wisconsin, Madison, Laboratory Instructor of Biology.

**R. Jeannine Osayande**, B.A., Temple University, Associate in Performance (Dance).

**Lei X. Ouyang**, B.A., Macalester College; M.A., Ph.D., University of Pittsburgh, Associate Professor of Music.

**Emily Paddon Rhoads**, B.A., Brown University; M.Phil., University of Oxford; D.Phil., University of Oxford, Assistant Professor of Political Science.

**Zachary Palmer**, B.S., Indiana University of Pennsylvania; M.S.E., Johns Hopkins University; Ph.D., Johns Hopkins University, Assistant Professor of Computer Science.

**Rachel Pastan**, B.A., Harvard College; M.F.A., University of Iowa, Visiting Instructor of English Literature.

**Sangina Patnaik**, B.A., University of Iowa; M.A., Ph.D., University of California, Berkeley, Assistant Professor of English Literature.

**Jennifer R. Peck**, B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology, Assistant Professor of Economics.

**Jennifer Pfluger**, B.S., University of Illinois Urbana-Champaign; Ph.D., University of California Berkeley, Visiting Assistant Professor of Environmental Studies (part time).

**Stephen Phillips**, B.S., University of California, Los Angeles; M.Sc., Ph.D., University of Pennsylvania, Visiting Assistant Professor of Engineering.

**Rosanna Picascia**, B.A., The George Washington University; Ph.D., Harvard University, Visiting Assistant Professor of Philosophy.



**Michael Piovoso**, B.S., University of Delaware; M.S., University of Michigan; Ph.D., University of Delaware, Visiting Professor of Engineering (part time).

**Sophia Plata**, B.S. Widener University; M.S. University of Southern California (USC); Ph.D. University of Southern California (USC), Visiting Assistant Professor and Postdoctoral Fellow of Engineering.

**Helen Plotkin**, B.A., Swarthmore College; M.A., University of Michigan, Visiting Assistant Professor of Classics.

**Xiaodong Qu**, B.S., Dalian University of Technology, M.S., Brandeis University; Ph.D., Brandeis University, Visiting Assistant Professor of Computer Science.

**Paul R. Rablen**, B.A., Haverford College; M.A., Columbia University; Ph.D., Yale University, Professor of Chemistry and Biochemistry.

**Charles Raff**, B.A., University of Rochester; M.A., Ph.D., Brown University, Professor of Philosophy.

**Beatriz Ramírez Canosa**, B.A. and M.A., University of Santiago de Compostela, Spain, Instructor of Spanish.

**Salvador Rangel**, B.A., M.A., Eastern Kentucky University; Ph.D., University of California at Santa Barbara, Assistant Professor of Sociology.

**Keith Reeves**, B.A., Swarthmore College; Ph.D., University of Michigan, Professor of Political Science.

**Bob Rehak**, B.A., Eastern Michigan University; M.A., University of North Carolina; Ph.D., Indiana University, Associate Professor of Film and Media Studies.

**Kristen Recine**, B.S., Dickinson College, M.A., Bryn Mawr College, Lecturer in Physics and Astronomy

**Patricia L. Reilly**, B.A., University of California; M.A., Bryn Mawr College; Ph.D., University of California, Associate Professor of Art History.

**Carolyn Reinhart**, B.S., University of Minnesota, Ph.D., Iowa State University, Visiting Assistant Professor of Mathematics.

**Marc Remer**, B.A., Emory University; M.A., Ph.D., Johns Hopkins University, Associate Professor of Economics.

**K. Ann Renninger**, B.A., University of Pennsylvania; M.A., Ph.D., Bryn Mawr College, Professor of Educational Studies.

**Benjamin Ridgway**, B.A., Grinnell College; M.A., University of Minnesota; Ph.D., University of Michigan, Visiting Assistant Professor of Chinese.

**Kathryn R. Riley**, B.A., Swarthmore College; Ph.D., Wake Forest University, Assistant Professor of Chemistry and Biochemistry.

**Jesus Rivera**, B.A., The University of Texas at Brownsville; M.A., Ph.D., Rutgers, the State University of New Jersey, Visiting Assistant Professor of Astronomy.

**Christopher Robison**, B.A., University of Rochester; M.A. and Ph.D., Brown University, Visiting Assistant Professor of French and Francophone Studies.

**Ellen M. Ross**, B.A., Princeton University; M.A., Ph.D., University of Chicago, Professor of Religion.

**Olivia Sabee**, B.A., The University of Chicago; Ph.D., The Johns Hopkins University, Assistant Professor of Dance.

**Emily Sahadeo**, B.S., Washington College, Ph.D., University of Maryland, Visiting Assistant Professor of Chemistry and Biochemistry.

**Tomoko Sakomura**, B.A., Keio University; M.A., Ph.D., Columbia University, Assistant Vice President and Dean for Academic Success and Professor of Art History.

**Matthew Saunders**, B.A., Virginia Polytechnic Institute; M.F.A., Yale University, Associate Professor of Theater.

**Peter J. Schmidt**, B.A., Oberlin College; M.A., Ph.D., University of Virginia, The William R. Kenan, Jr., Professor of English Literature.

**Christopher Schnader**, A.B., Dartmouth College; M.A., Ph.D., University of Pennsylvania, Lecturer in German Studies.

**Allen M. Schneider**, B.S., Trinity College; Ph.D., Indiana University, Centennial Professor of Psychology.

**Lynne Steuerle Schofield**, B.A., Swarthmore College; M.S., MPhil, Ph.D., Carnegie Mellon University, Associate Professor of Statistics.

**Christine Schuetze**, B.A., The Colorado College; Ph.D., University of Pennsylvania, Associate Professor of Anthropology.

**Peggy Ann Seiden**, B.A., Colby College; M.A., University of Toronto; M.L.I.S., Rutgers University, College Librarian.

**Adriano Shaplin**, B.A., Sarah Lawrence College; M.A., University of California, Berkeley. Visiting Instructor of Theater.

**Ahmad Shokr**, B.A., University of Toronto; M.A., Ph.D., New York University, Assistant Professor of History.

**Jedidiah Siev**, B.A., Yale University; M.A., Ph.D., University of Pennsylvania, Associate Professor of Psychology.

**Sunka Simon**, M.A., Universitadt Hamburg; Ph.D., Johns Hopkins University, Professor of German and Film and Media Studies.

**Joseph Small**, B.A., Swarthmore College; M.F.A., University of California Los Angeles, Assistant Professor of Dance.

**Benjamin Lenox Smith**, B.A., University of Virginia; M.A., Harvard University; Ph.D., Harvard University, Visiting Assistant Professor of Arabic.

**Hillary L. Smith**, B.A., Bryn Mawr College; M.A., Ph.D., California Institute of Technology, Assistant Professor of Physics.

**Tristan L. Smith**, B.A., University of Chicago; Ph.D., California Institute of Technology, Assistant Professor of Physics.

**Lee A. Smithey**, B.A., Emory University; M.A., Ph.D., University of Texas-Austin, Professor of Peace and Conflict Studies.

**Lisa Smulyan**, B.A., Swarthmore College; M.A.T., Brown University; Ed.D., Harvard Graduate School of Education, Henry C. and Charlotte Turner Professor of Educational Studies.

**Eric Song**, B.A., Pomona College; M.A., University of Chicago; Ph.D., University of Virginia, Associate Professor of English Literature.

**Ameet Soni**, B.S., University of Michigan-Ann Arbor; M.S., University of Wisconsin-Madison; Ph.D., University of Wisconsin-Madison, Assistant Professor of Computer Science and Associate Dean of the Faculty for Diversity, Recruitment, and Retention.

**Lori Sonntag**, B.A., Mount Holyoke College, Senior Laboratory Instructor of Chemistry and Biochemistry.

**Kirsten E. Speidel**, B.A., Oberlin College; M.A., Johns Hopkins University, Senior Lecturer in Chinese.

**Thomas A. Stephenson**, B.S., Furman University; Ph.D., University of Chicago, James H. Hammons Professor of Chemistry and Biochemistry.

**K. Elizabeth Stevens**, B.A., Reed College; M.F.A., Yale School of Drama, Associate Professor of Theater.

**Nicole Stowell**, B.A., Our Lady of the Lake University; M.S., Thomas Jefferson University, Laboratory Instructor of Biology.

**Helen Stuhr-Rommereim**, B.A., Oberlin College; M.A., University of London; M.A., Ph.D., University of Pennsylvania, Visiting Assistant Professor of Russian.

**I Nyoman Suadin**, Associate in Performance (Music).

**Atsuko Suda**, B.A., Obirin University, Tokyo, Japan; M.A., University of Arizona, Senior Lecturer in Japanese.

**Laila Swanson**, B.A., Trondheim School of Business, Trondheim, Norway; M.F.A., Temple University, Assistant Professor of Theater.

**Janet C. Talvacchia**, A.B., M.A., Bryn Mawr College; Ph.D., University of Pennsylvania, Professor of Mathematics.

**Ron Tarver**, B.A., Northeastern State University, Instructor of Art.

**Jonny Thakkar**, B.A., Oxford University; Ph.D., University of Chicago, Assistant Professor of Political Science.

**Barbara Thelamour**, B.A., Emory University; Ph.D., Michigan State University

**Krista Thomason**, B.A., University of North Carolina-Greensboro; M.A., Ph.D., University of Illinois-Urbana-Champaign, Associate Professor of Philosophy.

**Jamie A. Thomas**, A.B., Washington University in St. Louis; Ph.D., Michigan State University, Assistant Professor of Linguistics.

**Suzanne M. Thornton**, B.S., University of Florida; Ph.D., Rutgers University, Assistant Professor of Statistics.

**Dominic Tierney**, B.A., M.Phil., Ph.D., Oxford University, Professor of Political Science.

**Alex Torra**, B.A., University of Pennsylvania; M.F.A., Brown University, Visiting Assistant Professor of Theater.

**Vivian Truong**, A.B., Brown University; M.A., Ph.D., University of Michigan, Assistant Professor of History.

**William N. Turpin**, M.A., University of St. Andrews; M.A., University of Toronto; Ph.D., Cambridge University, Professor of Classics.

**Davina Two Bears**, B.A., Dartmouth College; M.A., Northern Arizona University; Ph.D., Indiana University; Post-Doctoral Fellow and Visiting Assistant Professor of Anthropology.

**Richard Valelly**, B.A., Swarthmore College; Ph.D., Harvard University, Claude C. Smith, Class of 1914, Professor of Political Science.

**Elizabeth A. Vallen**, B.A., Case Western Reserve University; Ph.D., Princeton University, Howard A. Schneiderman Professor of Biology.

**Thomas E. Van Aken**, B.S., Indiana University, Laboratory Instructor of Chemistry and Biochemistry.

**Lucas Van Meter**, B.A., Haverford College; M.A., Ph.D., University of Washington, Visiting Assistant Professor of Mathematics and Statistics.

**Edlin Veras**, B.S., Clayton State University; M.A., Georgia State University; Ph.D., University of South Florida, Visiting Assistant Professor of Sociology and Black Studies.

**Amy Cheng Vollmer**, B.A., William Marsh Rice University; Ph.D., University of Illinois, Isaac H. Clothier Jr. Professor of Biology.

**Eric R. Wagner**, B.A., Connecticut College; M.Ed., Temple University, Head Coach/Instructor, Physical Education and Athletics.

**Mark I. Wallace**, B.A., University of California, Santa Barbara; M.Div., Princeton Theological Seminary; Ph.D., University of Chicago, Professor of Religion.

**Steve C. Wang**, B.S., Cornell University; M.S., Ph.D., University of Chicago, Professor of Statistics.

**Tao Wang**, B.A., Tsinghua University; M.A., Ohio State University; Ph.D., Princeton University Assistant Professor of Economics.

**Andrew Ward**, A.B., Harvard University; Ph.D., Stanford University, Professor of Psychology.

**Jonathan North Washington**, B.A., Brandeis University; M.A., University of Washington; M.A., Ph.D., Indiana University, Assistant Professor of Linguistics.

**Kevin Webb**, B.S., Georgia Institute of Technology; M.S., Ph.D., University of California, San Diego, Associate Professor of Computer Science.

**Tara Webb**, B.A., Swarthmore College; M.A., New York University, Assistant Professor of Theater.

**Michael Wehar**, B.S., M.S., Carnegie Mellon University; Ph.D., University of Buffalo, Visiting Assistant Professor of Computer Science.

**Miranda Weinberg**, B.A., Swarthmore College; Ph.D., University of Pennsylvania, Visiting Assistant Professor.

**Robert E. Weinberg**, B.S., Cornell University; M.A., Indiana University; Ph.D., University of California, Berkeley, Isaac H. Clothier Professor of History and International Relations.

**Caiju Wen**, B.A., Hubei University; M.A., Communication University of China, Lecturer in Chinese.

**Hansjakob Werlen**, M.A., University of Notre Dame; Ph.D., Stanford University, Professor of German.

**Patricia White**, B.A., Yale University; Ph.D., University of California, Santa Cruz, Professor of Film and Media Studies.

**Tyrene White**, B.A., Middle Tennessee State University; M.A., Ph.D., Ohio State University, Professor of Political Science.

**Ian Whitehead**, B.S., Stanford University; M.A., Ph.D., Columbia University, Assistant Professor of Mathematics.

**Thomas Whitman**, B.A., Swarthmore College; Ph.D., University of Pennsylvania, Associate in Performance (Music).

**Richard Wicentowski**, B.S., Rutgers College, Rutgers University; M.S., University of Pittsburgh; Ph.D., Johns Hopkins University, Professor of Computer Science.

**Craig Williamson**, B.A., Stanford University; M.A., Harvard University; Ph.D., University of Pennsylvania, Alfred H. and Peggi Bloom Professor of English Literature.

**Sarah Willie-LeBreton**, B.A., Haverford College; M.A., Ph.D., Northwestern University, Provost and Dean of the Faculty and Professor of Sociology.

**David Wilson**, B.A., University of Pennsylvania; Ph.D., University of Pennsylvania, Visiting Assistant Professor Linguistics.

**Peng Xu**, B.A., M.A., Peking University; Ph.D., University of Pennsylvania

**Liliya A. Yatsunyk**, S.D., Chernivtsi State University, Ukraine; Ph.D., University of Arizona, Professor of Chemistry and Biochemistry.

**Carina Yervasi**, B.A., Hofstra University; Ph.D., City University of New York, Associate Professor of French.

**Benjamin Zinszer**, B.A., Wheaton College (IL), M.S., M.A.S., Ph.D., Pennsylvania State University, Visiting Assistant Professor of Neuroscience.

**Matthew Zucker**, B.A., Vassar College; Ph.D., Carnegie Mellon University, Associate Professor of Engineering.

## 13.3 Divisions, Departments, and Programs

*Below are the divisions of the college for administrative purposes; for the purposes of the distribution graduation requirement see section 7.2.*

### 13.3.1 Division of the Humanities

*Bob Rehak, Chair*

#### **Art and Art History**

*Logan Grider, Chair*

#### **Classics**

*Grace Ledbetter, Chair*

#### **Dance**

*Pallabi Chakravorty, Chair*

#### **English Literature**

*Eric Song, Chair*

#### **Film and Media Studies**

*Bob Rehak, Chair*

#### **Modern Languages and Literatures**

*William Gardner, Chair*

#### **Music**

*Gerald Levinson, Chair*

#### **Philosophy**

*Alan Baker, Chair*

#### **Religion**

*Yvonne Chireau, Chair*

#### **Spanish**

*Nanci Buiza, Chair*

**Theater**

*K. Elizabeth Stevens, Chair*

**13.3.2 Division of the Natural Sciences and Engineering**

*Paul Rablen, Chair*

**Biology**

*Bradley Davidson, Chair*

**Chemistry and Biochemistry**

*Kathleen Howard, Chair*

**Computer Science**

*Andrew Danner, Chair*

**Engineering**

*Lynne Molter, Chair*

**Mathematics and Statistics**

*Cheryl Grood, Chair*

**Physics and Astronomy**

*David Cohen, Chair*

**Psychology**

*Dan Grodner, Chair*

**13.3.3 Division of the Social Sciences**

*Ann Renninger, Chair*

**Classics**

*Jeremy Lefkowitz, Chair*

**Economics**

*Stephen O'Connell, Chair*

**Educational Studies**

*Diane Anderson, Chair*

**History**

*Robert Weinberg, Chair*

**Linguistics**

*Theodore Fernald, Chair*

**Political Science**

*Ayse Kaya, Chair*

**Psychology**

*Dan Grodner, Chair*

**Sociology and Anthropology**

*Christine Schuetze, Chair*

**13.3.4 Interdisciplinary Programs**

*Tamsin Lorraine, Chair*

***Asian Studies***

*Tyrene White, Coordinator*

***Black Studies***

*Joseph Derrick Nelson, Coordinator*

***Cognitive Science***

*Frank Durgin, Coordinator*

***Comparative Literature***

*Alexandra Gueydan-Turek, Coordinator*

***Environmental Studies***

*Carr Everbach, Coordinator*

***Gender and Sexuality Studies***

*Bakirathi Mani, Coordinator*

***Global Studies***

*Ayse Kaya, Coordinator*

***Interpretation Theory***

*Patricia Reilly, Coordinator*

***Islamic Studies***

*Tariq al-Jamil, Coordinator*

***Latin American and Latinx Studies***

*Diego Armus, Coordinator*

***Medieval Studies***

*Steve Hopkins, Coordinator*

***Peace and Conflict Studies***

*Lee Smithey, Coordinator*

## **13.4 Standing Committees of the Faculty**

*Academic Assessment Committee*

*Aydelotte Foundation Steering Committee*

*Committee on Academic Requirements*

*Committee on Faculty Procedures*

*Committee on Fellowships and Prizes*

*Committee on Promotion and Tenure*

*Council on Educational Policy*

*Curriculum Committee*

*Faculty Committee on Diversity and Excellence*

*Health Sciences Advisory*

*Institutional Animal Care and Use Committee*

*Institutional Biosafety Committee*

*Lang Center Advisory Board*

*Mellon Mays Advisory Committee*

*Physical Education and Athletics Advisory Committee*

*Research Ethics/Institutional Review Board*

*Teacher Education Committee*

*Writing Program Advisory Committee*

## **13.5 Other Committees with Faculty Representation**

*Center for Innovation and Leadership Advisory Committee*

*College Art Committee*

*College Judiciary Committee*

*Cooper Foundation Committee*

*Crum Woods Stewardship Committee*

*Data Governance Committee*

*Endowed Funds Committee*

*Faculty and Staff Benefits*

*Get Out The Vote Committee*

*Honorary Degrees*

*Mellon Tri-College Forum Steering Committee*

*Off Campus Study Committee*

*Public Safety Advisory Committee*

*Sager Committee*

*Student Disability Services Faculty Advisory Committee*

*Student Life Committee*

*Sustainability Committee*

# 14 Administration

## 14.1 Administrative Structure

*President*

*President*

*Chief of Staff and Secretary of the College*

*Sustainability*

*Title IX*

### ***Vice President and Dean of Admissions***



*Admissions*

### ***Vice President for Communications***

*Communications Office*





### ***Vice President for Advancement***

*Advancement Services*

-  *Advancement Systems*
-  *Alumni and Gift Records*


*Alumni Relations*

*Development*


-  *Alumni and Parent Engagement*
-  *Individual Giving*
-  *Donor Relations*
-  *Advancement Research*

### ***Vice President for Finance and Administration***

*Associate Vice President for Finance and Assistant Treasurer*

-  *Controllers Office*
-  *Student Accounts*
-  *Purchasing*
-  *Budget & Planning*
-  *Occupational and Environmental Safety*

*Assistant Vice President for Auxiliary Services*

-  *Dining Services*
-  *Events & Summer Programs*
-  *Lang Performing Arts Center*
-  *Office Services*
-  *OneCard*
-  *Post Office*
-  *The Inn at Swarthmore*
-  *Swarthmore Campus and Community Store*

*Financial Aid Office*

*Institutional Research*









*Institutional Risk Management, Office of the General Counsel*

*Investment Office*

*Public Safety*

*Associate Vice President for Sustainable Facilities Operations and Capital Planning*

-  *ADA Program Coordinator*
-  *Environmental Services*
-  *Grounds*
-  *Maintenance*
-  *Planning and Construction*
-  *Scott Arboretum*

***Vice President for Human Resources***

*Human Resources*

*Payroll*

***Provost and Dean of the Faculty***

*Associate Dean of Faculty for Diversity, Recruitment, and Retention*

*Associate Dean of Faculty for Academic Programs*

*Associate Provost for Administration*

*Assistant Provost for Administration*






*Eugene M. Lang Center for Civic and Social Responsibility*

*Institutional Relations*

*Institutional Review Board and Research Compliance*

*Information Technology Services*

*Libraries*

-  *Cornell Science and Engineering Library*
-  *Friends Historical Library*
-  *McCabe Library*
-  *Swarthmore College Peace Collection*
-  *Underhill Music and Dance Library*

*Off-Campus Study Office*

*Physical Education and Athletics*

*Sponsored Programs*

***Vice President for Student Affairs***

*Academic Success*

*Black Cultural Center*

*Career Services*

*Center for Innovation and Leadership*

*Counseling and Psychological Services*

*Dean of Students and Student Deans*

*Disability Services*

*Inclusive Excellence and Community Engagement*

*International Student Center*

*Interfaith Center*

*Fellowships and Prizes*

*First Generation and Low-Income Student Initiatives*

*Gender Education*

*Hormel-Nguyen Intercultural Center*

*Registrar*

*Student Life/Office of Student Engagement*

*Student Conduct*

*Student Health & Wellness*

## **14.2 Admissions Office**

**James L. Bock III**, B.A., Swarthmore College; M.Ed., University of Virginia, Vice President and Dean of Admissions.

**Yvetta Moat**, Administrative Coordinator.

**Andrew Moe**, B.A., Arizona State University; M.Ed, Vanderbilt University; Ed.D., University of Pennsylvania, Director of Admissions.

**Windsor L. Jordan, Jr.**, B.A., Swarthmore College; M.A., Lehigh University, Senior Assistant Dean of Admissions.

**Daniel Wittels**, B.A., Tufts University; M.S.Ed., University of Pennsylvania, Senior Assistant Dean of Admissions.

**Margaret T. Kingham**, B.A., Mary Washington College, Admissions Officer.

**Margaret Ralph**, Systems Support Analyst.

**Carolyn Moir**, Operations Coordinator.

**Anthony Weed**, B.S., Oakland University Rochester, Administrative Assistant/Technical Support Specialist.

**Demetria Hamilton; Sharon Hartley**, A.A., Neumann College; **Stacy Jordan; Susan Wigo**, Administrative Assistants.

## **14.3 Advancement**

**Elizabeth Boluch Wood**, B.A., Amherst College, Vice President.

**Liam McAlpine**, B.A., Wesleyan University, Assistant Vice President.

**Deborah Scheiner**, B.A., Washington University in St. Louis, M.S. Rosemont College, Administrative Coordinator.

*Advancement Research*

**Daniel Alamia**, B.A., University of North Carolina, Greensboro; M.F.A., University of North Carolina, Wilmington, Director.

**Michelle Crouch**, B.A., Swarthmore College, M.L.I.S., University of Pittsburgh, M.F.A., University of North Carolina - Wilmington, Associate Director, Prospect Development.

**Abigail Komlenic**, B.A. Franklin & Marshall College, Associate Director, Advancement Analytics.

Advancement Systems

**Dierdre W. Konar**, B.S., Babson College; M.S., Drexel University, Director.

**Jason Ebersole**, B.A., Muhlenberg College; M.S., University of Pennsylvania, Associate Director.

**Barbara Mann**, B.S., West Chester University, Senior Associate Director.

**Rachelle N. Mickette**, B.A., American University, Assistant Director, Advancement Systems

Alumni and Gift Records

**Ruth Krakower**, B.F.A., University of Hartford, Hartford Art School, Director.

**Jane Pedrick**, B.A., Franklin & Marshall College, MSW, Bryn Mawr College, Senior Alumni Information Specialist.

**Trish Tancredi**, Senior Gift Information Specialist.

**Marianne Kennedy**, Gift Recorder.

**Catherine Powell**, B.S., Rosemont College, Alumni Recorder.

**Andrea Rincon**, B.A., Rutgers University, M.S., Drexel University, Alumni Recorder

**Theresa Rodriguez**, Administrative Assistant.

Alumni and Parent Engagement

**Lisa Shafer**, B.A., Wilkes University; M.A, West Chester University, Senior Director.

**Alexandria L. Craig**, B.S., B.A., Gettysburg College, Senior Associate Director, Volunteers.

**Caitlin Halloran Edwards**, B.A., UNC Asheville, Assistant Director, Volunteers.

**Katie Kuzoian**, B.A., Villanova University, M.Ed., Temple University, Assistant Director, Alumni and Parent Engagement

**Marty Roelandt**, B.F.A., Wright State University, Associate Director, Volunteers.

**Molly Scott**, B.A., Goucher College, Senior Associate Director, Events.

**Geoff Semenuk**, B.A., University of Delaware, Associate Director, Events.

**Fritz Ward**, B.A., Eckerd College; M.F.A., University of North Carolina-Greensboro, Senior Associate Director, Marketing.

**Carol Stuart**, Administrative Assistant, Volunteers.

Individual Giving and Donor Relations

**Mike Gillum**, B.A., Furman University, Senior Director, Individual Giving & Donor Relations.

**Renee P. Atkinson**, B.A., Neumann University, Associate Director, Individual Giving.

**Sue Brennan**, B.A., Shippensburg University, Assistant Director, Individual Giving.

**Maura Demming**, B.A. State University of New York Fredonia, M.A. Syracuse University, Associate Director, Individual Giving.

**Brian T. Myers**, B.A. Gettysburg College; M.A. University of Maryland, College Park, Associate Director, Individual Giving.

*Anne O'Donnell, B.M., Bucknell University; M.M., University of Wisconsin-Madison, Associate Director, Individual Giving.*

*Nikki Senecal, A.B., Bryn Mawr College; Ph.D., University of Southern California, Director, Donor Relations.*

*Mary Carr, A.B.A., Keystone School of Business, Administrative Assistant, Individual Giving.*

*Julie DiPietro, Administrative Assistant, Individual Giving and Donor Relations.*

## **14.4 Auxiliary Services**

*Anthony Coschignano, B.S., The Florida State University; MBA, Valparaiso University, Assistant Vice President for Auxiliary Services.*

*Anthony Condo, B.A., M.A., Temple University, Director, OneCard Services.*

*Paula Dale, B.A., Wake Forest University; M.A., University of North Carolina-Chapel Hill, Director, Campus and Community Store.*

*Susan Eagar, B.A., West Chester University; M.S., University of Pennsylvania, Director, Events Management.*

*Linda McDougall, B.A., Temple University, Director, Dining Services.*

*James P. Murphy, B.F.A., State University of New York, Albany, Managing Director.*

*Vincent J. Vagnozzi, B.S., West Chester University, Supervisor, Post Office.*

## **14.5 Campus and Community Store (Swarthmore)**

*Paula Dale, B.A., Wake Forest University; M.A., University of North Carolina-Chapel Hill, Director.*

*Erica Considine, B.A., West Chester University, Assistant Director.*

*Michael Harper, Operations Manager.*

## **14.6 Career Services**

*Erin Massey, B.A., Kutztown University; M.Ed., Widener University, Senior Associate Director.*

*Jennifer Barrington, B.A., Gettysburg College; M.Ed., University of Delaware, Associate Director, Career Development (job share).*

*Kristie Beucler, B.A., Gettysburg College; M.S., West Chester University, Associate Director, Career Development (job share).*

*Pattie Kim-Keefer, B.A., Haverford College; M.S.Ed., University of Pennsylvania, Associate Director, Technology and Assessment.*

*Jackie Moriniere '12, B.A., Swarthmore College; M.Ed., Drexel University, Assistant Director, Employer Relations.*

*Lisa Maginnis, Administrative Assistant.*

*Michelle Hall, Program Assistant.*

## **14.7 Communications Office**

*Andy Hirsch, B.A. and B.S., Syracuse University, Vice President for Communications.*

*Mark Anskis, B.A., Susquehanna University; M.J., Temple University, Director of Content Strategy.*

*Kate Campbell, B.A., Temple University, Editorial Director/Editor of the Swarthmore College Bulletin.*

*Ryan Dougherty, B.A., Pennsylvania State University; M.S., Chestnut Hill College, Assistant Director of Editorial Content/Senior Editor.*

*Nick Forrest, B.A., Swarthmore College, Communications and Marketing Specialist.*

*Alisa Giardinelli, B.A., Pennsylvania State University; M.A., Temple University, Assistant Vice President of Communications.*

*Roy Greim, B.A., Swarthmore College, Assistant Director of Communications.*

*Nora Kelly, B.A., Emmanuel College; M.A., University of Baltimore; Media Relations Specialist.*

*Laurence Kesterson, U.S. Army/Air Force Still Photographic Specialist School, Photographer/Videographer.*

*Steven Lin, B.A., University of Maryland, Web Developer.*

*Lauren McAloon, B.A., University of Delaware, Administrative Coordinator.*

*Alexandra Sastre, B.A., Swarthmore College; M.A., Ph.D., University of Pennsylvania, Associate Director for Campus Communications.*

*Rachel Semigran, B.A., Drexel University, M.A., Royal Central School of Speech and Drama; Director of Enrollment Marketing and Communications.*

*Elizabeth Slocum, B.J., University of Texas at Austin, Assistant Director of Editorial Content/Managing Editor.*

*Phillip Stern, B.A., Swarthmore College; M.F.A., University of Pennsylvania, Associate Director for Design; Designer of the Swarthmore College Bulletin.*

*Natavan Werbock, B.S., University of the Arts; Video and Multimedia Producer.*

*Amanda Whitbred, B.A., Lafayette College, Director of Advancement Communications.*

## **14.8 Controller's Office**

### *Business Office*

*Alice Turbiville, B.A., New School University; M.B.A., Drexel University; C.P.A., Associate Vice President for Finance & Assistant Treasurer*

*Carrie DiEnna, B.S., Neumann University; M.B.A., St. Joseph's University, Controller*

*Joseph Cataldi, B.S., LaSalle University; M.B.A., LaSalle University, Associate Controller*

*Elizabeth Baksi, B.S., Shippensburg State College; M.B.A., St. Joseph's University, Associate Controller*

*Robert Lopresti, B.S., Rutgers; C.P.A., Director, Finance and Administration Business Process*

*Ernest Wright, B.A. Haverford College; M.A.L.D., Fletcher School, Tufts University, Director of Budget and Planning*

*Denise A. Risoli, B.S., LaSalle University, Senior Accountant*

*Patricia Braun, Senior Buyer for Facilities*

*Patricia Hearty, PCARD Administrator/Buyer*

*Barbara Turner, Accounts Payable Coordinator*

*Deborah McGinnis, Accounts Payable Clerk*

*Nancy Kremmel, Accounting Assistant and Cashier*

### *Student Accounts*

*Linda Weindel, Student Accounts Manager*

*Maria McBride, Student Accounts Assistant*

*Occupational and Environmental Safety*

**Colleen Battista**, B.S., Drexel University; M.S., Drexel University, Environmental Health and Safety Officer

## 14.9 Counseling and Psychological Services (CAPS)

**Stacy Green**, B.A., Ithaca College; M.S.S, Ph.D., Bryn Mawr College Graduate School of Social Work and Social Research, Clinical Social Worker & Social Work Supervisor.

**Heejin Kim**, B.A., M.A., Chung-Ang University, Seoul, Korea; M.A., Ph.D., Bryn Mawr College, Clinical Psychologist and Assessment Supervisor.

**Dawn Philip**, B.A., University of California at Los Angeles; J.D., City University of New York; M.S.W., University of Maryland, Clinical Community Liaison.

**Joseph C. Hewitt**, B.A., University of Pennsylvania; D.O., University of Medicine and Dentistry, New Jersey School of Osteopathic Medicine, Consulting Psychiatrist.

**Dana Marcus**, B.S., Bryant University; M.S.S., Bryn Mawr Graduate School of Social Work and Social Research, Case Manager and Therapist

**Nasim Chatha**, B.A., Overlin College; Smith College for Social Work, Candidate for Master of Social Work, Social Work Intern

**Alissa Hochman**, B.A., Brandeis University; M.A., Ph.D., University of Massachusetts, Post-Doctoral Resident

**Christina Hong Huber**, B.S., University of Michigan; M.A., University of Delaware; Doctorate in Psychology at Widener University for Graduate Clinical Psychology, Pre-Doctoral Intern

**Kaamila Mohamed**, B.A., Brandeis University; M.S.S., Bryn Mawr College Graduate School of Social Work and Social Research, Social Work Fellow

**Stefanie Poulos-Hopkins**, B.A., University of Pennsylvania; M.A., Ph.D. Candidate, Bryn Mawr College Clinical Developmental Psychology, Pre-Doctoral Intern

**Ellie Taylor**, B.Ph., Earlham College; Smith College for Social Work, Master of Social Work; LCSW

**Theresa D. McGrath**, Administrative Assistant.

## 14.10 Student Affairs Division

**James S. Terhune**, A.B., Middlebury College; Ed.M., Harvard University, Vice President for Student Affairs.

**Felicite W. Gibson**, B.S., Elizabeth City State University, Administrative Coordinator.

**Eve Altmann**, B.S., Emory University; M.S., University of Wisconsin-La Crosse, Residential Communities Coordinator.

**Katie Clark**, B.A., Smith College; M.S.Ed., University of Pennsylvania, Assistant Dean of Integrated Learning and Leadership, Director of Center for Innovation and Leadership.

**Elizabeth Derickson**, B.A., Swarthmore College; M.A., Princeton University, Associate Dean of Academic Success.

**Imaani Jamillah El-Burki**, B.A., Temple University; M.S., Ph.D., Drexel University, Assistant Dean and Director of the Hormel-Nguyen Intercultural Center.

**Khadijah Greene**, Residential Communities Coordinator.

**Rachel Head**, B.S.W., Florida State University; Ed.M., University of South Florida, Associate Dean and Director of Student Engagement.

**Karen M. Henry**, B.A., Swarthmore College; M.S.S., Bryn Mawr College Graduate School of Social Work; Ph.D., Temple University, Dean of First Year Students.

**Traci Huppman**, B.S., M.Ed., Temple University, Assistant Director of Student Disability Services.

**Usha Nair Jenemann**, B.S., M.Ed., Penn State University; M.S., Neumann University, Associate Registrar.

**Dion W. Lewis**, B.A., M.Ed., Rutgers University; Ph.D. University of Virginia, Associate Dean and Director of the Black Cultural Center.

**Estrellita "Star" Longoria**, B.A., Texas State University; M.Ed. University of Texas at Austin, Director of Residential Communities.

**Ryan MacMorris**, B.A., The College of New Jersey, International Student Coordinator.

**Melissa Mandos**, B.A., Wesleyan University; Master of City and Regional Planning, Rutgers University, Fellowships and Prizes Adviser.

**Jennifer Marks-Gold**, B.S., Drexel University; Ed.M., Cabrini College, Assistant Dean and Director of International Student Programs.

**Nathan P. Miller**, B.A., St. Olaf College; M.S., Minnesota State University, Mankato; Ed.D., University of Pennsylvania, Senior Associate Dean of Student Life.

**Jasmin Owens**, B.A., M.S., California University of Pennsylvania, Residential Communities Coordinator.

**M. Umar Abdul Rahman**, B.A. Lehigh University; J.D. Temple University of Law; M.A. Hartford Seminary, Muslim Student Advisor.

**Michael Ramberg**, B.A., Williams College; M.A., Rabbinic Ordination, Reconstructionist Rabbinical College, Jewish Student Advisor.

**Michelle D. Ray**, B.A., University of Pittsburgh-Johnstown; M.A., Indiana University Pennsylvania, Assistant Dean and Director of Case Management.

**Tomoko Sakomura**, B.A., Keio University, Tokyo; M.A. and Ph.D., Columbia University, Dean of Students and Professor of Art History.

**Ben Shalk**, B.A., University of Delaware; M.S., West Chester University, Residential Communities Coordinator.

**Angela "Gigi" Simeone**, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Sciences Adviser and Pre-Law Adviser.

**Carl Sveen**, B.S. Wheaton College; M.S.Ed., University of Pennsylvania, Assistant Director of the Center for Innovation and Leadership.

**Tiffany Thompson**, B.A., Georgetown University; M.S., Temple University, Interim Associate Dean of Inclusive Excellence and Director of Gender and Sexuality Initiatives and Program Manager for the Women's Resource Center.

**Monica Vance**, B.A., West Chester University of Pennsylvania; M.A., Drexel University, Director of Student Disability Services.

**Ben Wilson**, Assistant to the Director and Program Coordinator for the Office of Student Engagement.

**Mira Baric**, B.A., University of Sarajevo; **Samantha Coccerino**; **Simone Hayes**; **Jennifer Lenway**, M.S.W., Portland State University; Administrative Assistants.

## 14.11 Dining Services

**Linda McDougall**, B.A., Temple University, Director of Dining Services.

**Barbara Boswell**, Cash Operations Manager.

**Lynn Grady**, Office Manager.

**Therese Hopson**, Front-of-House Manager.

**Amanda Karpen**, M.B.A., Virginia Tech, Associate Director.

**Mary Kassab**, Swarthmore College, Allergen Awareness Coordinator.

**Benton Peak**, A.S., Bucks County Community College, Executive Chef.

*Joshua Szczypiorski, B.A., Saint Joseph's University, Production Manager.*

*Richard Plummer, A.S., Runaway Bay Heart Academy Jamaica W.I, Sous Chef/Catering.*

*Patricia Woods, Assistant Front of House Manager*

## **14.12 Facilities and Capital Projects**

*Andrew Feick, B.L.A., University of Rhode Island, Associate Vice President for Sustainable Facilities Operations and Capital Planning.*

*Christi A. Muller Ford, B.S., St Joseph's University, Office Manager for Facilities and Capital Planning.*

*Susan Smythe, B.A., Wesleyan University, ADA Program Coordinator and Project Manager.*

*Environmental Services*

*Tyrone W. Dunston, Director of Environmental Services.*

*Christopher Proctor, Manager of Administration.*

*Ursula Young, Day Supervisor.*

*William Dunbar, Day Supervisor.*

*Steve Lockard, Night Supervisor.*

*Grounds*

*Jeff Jabco, B.S., Pennsylvania State University; M.S., North Carolina State University, Director of Grounds/Coordinator of Horticulture.*

*Steve Donnelly, Athletic Fields Supervisor.*

*Chuck Hinkle, B.S., Temple University, Garden Supervisor.*

*Adam Glas, Professional Gardener Program, Garden Supervisor.*

*Lars Rasmussen, B.A., Juniata College; B.S., Temple University, Assistant Garden Supervisor.*

*Paul Rowe, Motor Pool*

*Maintenance*

*James Adams, PE, B.S., Syracuse University, Director of Sustainable Maintenance.*

*Bill Maguire, Clerk of the Works.*

*Domenic M. Porrini, Manager, Heat Plant/HVAC.*

*Carolyn Saufley, Work Order Manager.*

*Bernard Devlin, Paint Supervisor.*

*Rob Torres, Maintenance Supervisor.*

*Capital Planning and Project Management*

*Janet M. Semler, B.S., Pennsylvania State University; M.S., Drexel University, Director of Capital Planning and Project Management.*

*Michael Boyd, Senior Project Manager.*

*Mary E. Ciurlino, B.S., Drexel University, Associate Project Manager/Interior Designer.*



*Roderick H. Wolfson, AIA, LEED AP BD+C, B.A. Trinity College; M.Arch. University of Pennsylvania, Planner/Project Manager.*

*Tom Cochran, Senior Project Manager for Engineering Systems*

## **14.13 Finance and Administration**

*Alice Turbiville, B.A., New School University; M.B.A., Drexel University; C.P.A., Assistant Vice President for Finance & Controller.*

*Mark C. Amstutz, B.A., College of William and Mary; M.A., University of Virginia, C.F.A., Chief Investment Officer.*

*Andrew Feick, B.L.A., University of Rhode Island, Associate Vice President for Sustainable Facilities Operations and Capital Planning.*

*Sharmaine B. LaMar, B.S., St. Joseph's University; J.D., University of Richmond, General Counsel.*

*Anthony P. Coschignano, B.A., Florida State University, MBA, Valparaiso University, Assistant Vice President for Auxiliary Services*

*Varo L. Duffins, B.A., University of Delaware; M.S., Drexel University, Director of Financial Aid.*

*Robin H. Shores, B.A., M.A., Ph.D., University of Delaware, Assistant Vice President for Institutional Effectiveness and Assessment, Assistant Secretary of the College.*

*Michael J. Hill, CPP, B.A., University of Pennsylvania, Director of Public Safety.*

*Jennifer Kennedy, B.A., Pennsylvania State University, Administrative Coordinator*

## **14.14 Financial Aid Office**

*Varo L. Duffins, B.A., University of Delaware; M.S., Drexel University, Director of Financial Aid*

*Judith A. Strauser, B.S., B.A., Gannon University, Director of Operations, Financial Aid*

*Kristin Moore, B.S., St. Francis University; M.A., Indiana University of Pennsylvania, Director of Services, Financial Aid*

*Rune Horvik, B.S., M.S., University of Maryland University College, Senior Assistant Director of Financial Aid Systems*

*Katie Menschner, B.A., Temple University, Assistant Director, Financial Aid*

*Tim Haight, BA., M.Ed., University of Pittsburgh, Assistant Director, Financial Aid*

## **14.15 Health Sciences/Prelaw Advisory Program**

*Gigi Simeone, A.B., Wellesley College; Ed.M., Boston University; Ph.D., University of Pennsylvania, Health Sciences Advisor.*

*Jennifer Lenway, M.S.W., Portland State University, Administrative Assistant.*

## **14.16 Health & Wellness Services**

*Casey Anderson, C.R.N.P., B.S., M.S., Desales University, Nurse Practitioner, Director of Student Health and Wellness Service*

*Mary Reilly, C.R.N.P., B.A., University of Pennsylvania, B.S.N., Pace University, M.S.N., University of Pennsylvania, Nurse Practitioner, Assistant Director of Student Health and Wellness*

*Leah Orchowski, C.R.N.P., B.S. Villanova University, M.S. Thomas Jefferson University, Nurse Practitioner*

*Lauren Godfrey, C.R.N.P., B.S. Emory University, B.S. Columbia University, M.S. Columbia University, Nurse Practitioner*

*Holly Clarke, C.R.N.P., B.S.N., Thomas Jefferson University, M.S.N., Thomas Jefferson University, Nurse Practitioner*

*Cheryl Donnelly, R.N., B.S.N., West Chester University, Nurse*

*Suzanne Janczewski, R.N., B.S.N., Thomas Jefferson University, Nurse*

*Eileen Stasiunas, R.N., B.S.N., Villanova University, Nurse*

*Joshua Ellow, M.S., Chestnut Hill College, Alcohol and Other Drug Counselor*

*Brittany Pizio, B.S., The Pennsylvania State University, M.A., R.D.N., L.D.N., Immaculata University, Nutritionist*

*Mary Jane Palma, Administrative Assistant/Insurance Coordinator.*

## **14.17 Human Resources**

*Beth R. Glassman, B.A., Tufts University, J.D., M.B.A., Widener University, Vice President for Human Resources.*

*Patricia Carey, B.S., Indiana University of Pennsylvania, M.A., University of Maryland, Director of Benefits and Wellness.*

*Janis Leone, Human Resources Coordinator.*

*Terri Maguire, B.S., Widener University, Coordinator, Human Resources Manager.*

*Stephanie Norman, B.S., M.P.A., Eastern Michigan University, Compensation and Benefits Manager.*

*Georgina Texeira, B.A., Computer Science, Temple University; M.S, Business Intelligence, Saint Joseph's University, Associate Director for Human Resources Information Systems and Project Management.*

*Payroll*

*Karen Phillips, A.A., Neumann University, Payroll Director.*

*Susan Watts, Payroll Coordinator.*

## **14.18 Information Technology Services**

*Joel P. Cooper, B.A., Calvin College; M.A., University of Texas-Austin, Chief Information Technology Officer.*

*Nicholas Hannon, B.S., Worcester Polytechnic Institute; M.S., Syracuse University, Information Security Analyst.*

*Kelly A. Fitzpatrick, IT Coordinator.*

*Mary K. Hasbrouck, B.A., Oberlin College, Technology Coordinator.*

*Academic Technologies*

*Andrew Ruether, B.A., Swarthmore College; M.Eng., Cornell University, Head of Academic Technology Support.*

*Corrine Schoeb, B.A., Goddard College, Technology Accessibility Coordinator.*

*Ashley Turner, B.A., University of Missouri-Kansas City, Academic Technologist.*

*Anthony Weed, B.S., Oakland University Rochester, Academic Web Developer.*

*Doug Willen, B.A., Princeton University; Ph.D., University of California, Academic Technologist.*

*Administrative Information Systems*

*Wenping Bo, B.A., Tianjin Foreign Languages Institute; M.S., Lawrence Technological University; M.S., Clemson University, System Analyst.*

*Patrick Kelly, B.S., University of Delaware; M.B.A. La Salle University, Analyst.*

**Frank Milewski**, B.S., St. John's University, Director, Administrative Information Systems.

**Jean Pagnotta**, B.S.I.E., University of Pittsburgh, Senior Analyst.

**Rhoni A. Ryan**, B.S., Villanova University, Senior Analyst.

**Edward Siegle**, B.A., West Chester University, Senior Systems Analyst.

Enterprise Services

**Angela Andrews**, A.A.S., Community College of Philadelphia; B.S., Chestnut Hill College, System Administrator.

**Michael Clemente**, B.S., Rowan University, Systems Administrator.

**Michael Kappeler**, B.A., Stockton University, Front End Web Developer.

**Leslie Leach**, B.S., University of Maine, Web Developer.

**John Porter**, B.B.A., Temple University, Database Administrator.

**Jason Rotunno**, B.S., Drexel University, System and Security Administrator.

**R. Glenn Stauffer**, B.B.A., Temple University, Director, Enterprise Systems.

**Donald Tedesco**, B.A., Rutgers University, Data Center Supervisor.

Language & Media Centers

**Michael Jones**, B.A., State University of New York, Buffalo, Director of Language and Media Centers.

**Jeremy Polk**, B.A., University of Delaware; M.A., American University, Media Center Coordinator.

**Russell Prigodich**, B.A., Saint Michael's College; MFA University of Massachusetts Dartmouth, MakerSpace Manager.

**John Word**, B.A., San Francisco State University, Language Media Center Technologist/

Networking and Telecommunications

**Mark J. Dumic**, B.A., M.B.A., University of Rochester, Director, Networking and Telecommunications.

**Denny Moore**, B.S., Temple University, Network Engineer.

**Martin Reynolds**, B.S, M.S.I.S, Pennsylvania State University, Senior Network Engineer.

Support Services

**Michael Bednarz**, B.A., Pennsylvania State University, Classroom and Media Technologist.

**Mark CJ Davis Jr.**, A.S., CLC, B.S., Delaware Valley College, Manager of Desktop Systems.

**Heather Dumigan**, Technical Support Specialist.

**Seth Frisbie-Fulton**, B.A., Antioch College, Technical Support Specialist.

**Oliver Ryan Hollocher-Small**, A.A., Community College of Philadelphia, Technical Support Specialist.

**David T. Neal Jr.**, B.A., Temple University, Classroom and Media Technologist.

**Jeffrey Oaster**, B.A Temple University; Postbaccalaureate Certificate (Educational Technology), Penn State University; Classroom and Media Technologist.

**Michael Patterson**, B.A., Temple University, Media Services Manager.

*Joel F. W. Price, B.A., Swarthmore College, Technology Education Coordinator.*

*Jessica Stockett, B.A., Albright College, Technical Support Coordinator.*

*Christina Webster, B.A., Temple University, Technical Support Specialist.*

## **14.19 Institutional Research Office**

*Robin H. Shores, B.A., M.A., Ph.D., University of Delaware, Assistant Vice President for Institutional Effectiveness and Assessment, Assistant Secretary of the College.*

*Pamela Borkowski-Valentin, B.A., University of Delaware; M.S.S., M.L.S.P., Bryn Mawr Graduate School of Social Work and Social Research, Assistant Director for Institutional Research.*

*Jason Martin, B.A., Trinity Christian College; M.A., Ph.D., Temple University, Assistant Director for Institutional Analysis.*

## **14.20 Investment Office**

*Mark C. Amstutz, B.A., College of William and Mary; M.A., University of Virginia, C.F.A., Chief Investment Officer.*

*Frank C. Grunseich, B.A., Bucknell University; M.S., Temple University; Fox School of Business, Managing Director of Investments.*

*Patrick A. Lewis, B.S., University of Utah, Investment Analyst*

## **14.21 Lang Center for Civic and Social Responsibility**

*Benjamin Berger, A.B., Princeton University; M.A., Ph.D., Harvard University; Executive Director of the Lang Center and Associate Professor of Political Science.*

*Denise A. Crossan, B.Sc., Queen's University, Belfast; M.Sc., University of Ulster, Jordanstown; Ph.D., University of Ulster, Magee. The Eugene M. Lang '38 Visiting Professor for Issues of Social Change.*

*Ashley Henry, B.A., Dartmouth College; M.S.Ed., University of Pennsylvania. Program Manager, Lang Center.*

*Brenna Leary, B.S., Babson College. Sustainability and Engaged Scholarship Fellow.*

*Roseann Liu, B.S., New York University; Ed.M., Teachers College, Columbia University; Ph.D. University of Pennsylvania. Visiting Assistant Professor of Educational Studies. Senior Fellow of Engaged Scholarship, Lang Center.*

*Jennifer Magee, B.A., M.A., Washington College; Post Graduate Diploma, University of Ulster, Magee; Ph.D., George Mason University. Senior Associate Director, Lang Center.*

*Guilu Murphy, B.A., Wesleyan University. Sustainability and Engaged Scholarship Fellow.*

*Katie Price, B.A., University of Utah; M.A., University of Pennsylvania; Ph.D. University of Pennsylvania. Associate Director for Co-Curricular Programming and Outreach, Lang Center.*

*Delores Robinson, Administrative Assistant, Lang Center.*

## **14.22 Lang Performing Arts Center**

*James P. Murphy, B.F.A., State University of New York, Albany, Managing Director.*

*J. Scott Burgess, Sound Designer, Audio/Video Engineer.*

*Melanie Leeds, B.A., Hamilton College, Production Stage Manager.*

*Jose Antonio Dominic Chacon, M.F.A. Temple University, Lighting Design. Master Electrician*

*Thomas Snyder, B.S., Pennsylvania State University, Manager of Operations.*

*Jean R. Tierno, B.A., J.D., Widener University, Administrative Assistant.*

## **14.23 Libraries**

### **14.23.1 College Libraries-McCabe, Cornell and Underhill**

*Maria Aghazarian, B.A., Bryn Mawr College, Digital Resources and Scholarly Communications Specialist.*

*Andrea Baruzzi, B.A., University of North Carolina-Greensboro; M.S., Drexel University, Head of Cornell Library of Science and Engineering and Science Librarian.*

*Jessica Brangiel, B.A., The George Washington University; M.L.I.S., Drexel University, Electronic Resources Management Librarian.*

*Bridgette Brown, B.A., Temple University, Weekend Access and User Services Supervisor.*

*Kate Carter, B.F.A., New York University; M.L.S., University of Pittsburgh, Head of Digital Initiatives & Strategies.*

*Susan Dreher, B.A., Wesleyan University; M.L.I.S., Drexel University, Visual Resources and Initiatives Librarian.*

*Sarah Elichko, A.B., Bryn Mawr College; M.L.I.S., Rutgers University, Social Sciences & Data Librarian.*

*Donna Fournier, B.A., Connecticut College; M.L.S., Southern Connecticut State University; M.A., West Chester University, Performing Arts Librarian.*

*Kimberly Gormley, B.A., Cabrini College; M.S.L.S. Drexel University, Late Night Access and Lending Services Supervisor.*

*Jason Hamilton, B.A., Temple University, User Technology Support Specialist*

*Pam Harris, B.A., Mary Washington College; M.L.S., Drexel University, Associate College Librarian Research & Instruction.*

*Mary Huissen, B.A., Calvin College; M.M., Catholic University of America; M.L.I.S., Drexel University, Librarian for Assessment, User Experience and Assistant Head of Collections.*

*Linda Hunt, B.A., West Chester University, Access and Lending Services Specialist.*

*Katrina Jackson, B.A., University of Arizona; M.L.I.S., University of Arizona, Metadata Librarian.*

*Melinda Kleppinger, B.S., Lebanon Valley College, Government Documents and Digital Archives Specialist.*

*Roxanne Lucchesi, B.A., Cabrini College, Technical Services Specialist.*

*Danie Martin, B.A., B.S., Ohio State University; M.L.S., Kent State University, Technical Services Specialist.*

*Joanne McCole, B.A., Pennsylvania State University, Access and Lending Services Supervisor.*

*Amy McColl, B.A., University of Delaware; M.L.S., Drexel University, Assistant Director for Collections and TriCollege Consortium Licensing Librarian.*

*Kerry McElrone, B.A., Saint Joseph's University, Interlibrary Loan Specialist.*

*Annette Newman, B.A., The Evergreen State College, Assistant to the College Librarian.*

*Roberto Vargas, B.A., Knox College; M.L.I.S. Drexel University, Research Librarian for Humanities & Interdisciplinary Studies.*

*Sandra M. Vermeychuk, B.A., Swarthmore College; M.S. in Ed., University of Pennsylvania, Interlibrary Loan Services Coordinator.*

*Ken Watts*, Book Van Driver.

*Barbara J. Weir*, B.S., Pennsylvania State University; M.L.S., Drexel University, Associate College Librarian for Technical Services & Digital Initiatives.

### 14.23.2 Friends Historical Library

*Jordan Landes*, B.A., Haverford College; M.A., M.L.S., University of Maryland, College Park; Ph.D. University of London, Curator.

*Rachel Mattson*, B.A., Oberlin College; M.A., Ph.D., New York University; M.L.I.S., University of Illinois Urbana-Champaign, Director of Special Collections and Curator of the Peace Collection. *Celia Caust-Ellenbogen*, B.A., Swarthmore College; M.L.I.S., University of Pittsburgh, Archivist.

*Emily Higgs*, B.A., Rice University; M.S.I.S., University of Texas at Austin, Digital Archivist.

*Mary Beth Sigado*, B.M., Temple University; M.S.W., Widener University, Cataloging and Metadata Librarian.

*J. William Frost*, B.A., DePauw University; M.A., Ph.D., University of Wisconsin, Howard M. and Charles F. Jenkins Professor Emeritus of Quaker History and Research.

Honorary Curators of the Friends Historical Library

*Lynne Calamia*, *Esther Leeds Cooperman* (emerita), *Christopher Densmore*, *Maurice Eldridge*, *James E. Hazard* (emeritus), *Thomas C. Hill*, *Emma Lapsansky-Werner*, *Lisa Sanson*, *Ann Upton*, *Nancy V. Webster*, *Signe Wilkinson*, and *Harrison M. Wright* (emeritus).

### 14.23.3 Swarthmore College Peace Collection

*Rachel Mattson*, B.A., Oberlin College; M.A., Ph.D., New York University; M.L.I.S., University of Illinois Urbana-Champaign, Director of Special Collections and Curator of the Peace Collection.

*Victoria Russo*, B.A., University of Pennsylvania; M.L.I.S., Drexel University, Digital Archivist.

*Mary Beth Sigado*, B.M., Temple University; M.S.W., Widener University, Cataloging and Metadata Librarian.

*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*, *Kevin Clements*, *John Dear*, *Donald B. Lippincott*.

## 14.24 List Gallery

*Andrea Packard*, B.A., Swarthmore College; Certificate, Pennsylvania Academy of the Fine Arts; M.F.A., American University, Director.

*Tess Wei*, List Gallery Assistant

## 14.25 Off-Campus Study Office

*Patricia C. Martin*, B.A., Williams College; M.A., School for International Training, Director.

*María-Luisa Guardiola*, Faculty Advisor.

*Lotte Buiting*, M.A., Utrecht University, M.Ed, Utrecht University, Ph.D., Harvard University, Associate Director.

*Diana R. Malick*, B.S., Neumann University, Administrative Assistant.

## 14.26 Office of the General Counsel

*Sharmaine B. LaMar*, B.S., St. Joseph's University; J.D., University of Richmond, General Counsel.

*Elizabeth B. Pitts*, B.F.A., Philadelphia College of Art; J.D., Widener University School of Law, Assistant General Counsel.

*Christopher J. Kelly*, B.S., Drexel University, Paralegal.

## 14.27 President's Office

*Valerie A. Smith*, B.A., Bates College; M.A., Ph.D., University of Virginia, President of the College.

*Erin Brownlee Dell*, B.A., Kalamazoo College; M.Ed., Harvard University; Ph.D., University of North Carolina at Greensboro, Chief of Staff and Secretary of the College.

*Denise A. Crossan*, B.Sc., Queen's University, Belfast; M.Sc., University of Ulster, Jordanstown; Ph.D., University of Ulster, Magee, Director of Community and Strategic Initiatives.

*Pamela K. Shropshire*, B.A., State University of New York at Binghamton, Special Assistant for Presidential Initiatives.

*Jenny Gifford*, Executive Coordinator

*Meg Gebhard*, B.S., Kutztown University, Administrative Coordinator.

## 14.28 Program on Urban Inequality and Incarceration (Formerly Center for Social and Policy Studies)

*Keith W. Reeves*, B.A., Swarthmore College; Ph.D., University of Michigan, Faculty Director.

*Margaret O'Neil*, B.A., Swarthmore College, UII Engagement Fellow and Teaching Assistant.

*Nina Johnson*, B.A., University of Pennsylvania; M.A., New York University; Ph.D., Northwestern University, Inside-Out Course Instructor.

*Ellen Ross*, B.A., Princeton University; M.A., Ph.D., University of Chicago, Inside-Out Course Instructor.

## 14.29 Provost's Office

*Sarah Willie-LeBreton*, B.A. Haverford College; M.A., Ph.D., Northwestern University, Provost and Dean of the Faculty and Professor of Sociology.

*Ameet Soni*, B.S., University of Michigan-Ann Arbor; M.S., Ph.D., University of Wisconsin-Madison, Associate Dean of the Faculty for Diversity, Recruitment, and Retention and Associate Professor of Computer Science.

*Jean-Vincent Blanchard*, B.A., M.A., Université de Montréal; Ph.D., Yale University, Associate Dean of the Faculty for Academic Programs and Professor of French.

*Kim Fremont*, B.S., St. Joseph's University; M.A., George Washington University; Ph.D., Temple University, Associate Provost for Administration.

*Lesa Shieber*, B.S., Tuskegee University; M.A., Virginia Polytechnic Institute and State University, Assistant Provost for Administration.

*Joanne Kimpel*, Executive Assistant.

*Jennifer Piddington*, B.A., Long Island University, Special Assistant for Faculty Affairs.

*Debbie Thompson*, B.S., Kutztown University, Academic Divisional Programs and Operations Manager.

*Institutional Relations*

*David M. Foreman*, B.A., M.A., West Virginia University, Director.

*Sponsored Programs*

**Tania Johnson**, B.A., M.A., University of Pennsylvania, Director.

**Joseph Watson**, B.S. West Chester University; M.S. Neumann University, Associate Director.

## **14.30 Public Safety**

**Michael J. Hill**, B.A., University of Pennsylvania, CPP, Director of Public Safety.

**John Bera**, B.A., Ursinus College; M.S., Philadelphia University, Associate Director for Community Engagement.

**Candice Evans**, **George Iredale**, Patrol Sergeant.

**Shaun Shields**, **Joshua Smedley**, **Joseph Theveny**, Patrol Corporals.

**Nicholas Borak**, **Sean Foley**, **Greg Hartley**, **Thomas Kincade**, **Eric Lillie**, **John McCans**, **Keya Miah**, **Desmond McNeill**, **Bob Stephano**, **Tina Wallen**, Community Resource Officers.

**George Darbes**, Security Systems & Training Administrator.

**Mary Lou Lawless**, Assistant to the Director of Public Safety & Office Manager.

**Sandra Briggs-Edwards**, **Allisa Dyitt**, **Marcella Pringle**, **Michelle Wollman**, Communications Center.

**Aimee Anderson**, **Robert Bennett**, **Anthony DiMartino**, **Joe McSwiggan**, **Zach Witman**, Shuttle Drivers.

**Meghan Browne**, Administrative Assistant.

## **14.31 Registrar's Office**

**Kristen Smith**, B.A., Pace University; M.A., New York University; M.A., Ed.D, Mills College.

**Usha Nair Jenemann**, B.S., M.Ed., Pennsylvania State University; M.S., Neumann University, Associate Registrar.

**Jenna Hunt**, Assistant Registrar.

**Jana Daly**, Assistant Registrar.

## **14.32 The Scott Arboretum**

**Josh Coceano**, B.S. and M.S. Virginia Polytechnic Institute and State University, Horticulturist.

**Jody Downer**, A.A.S., Drexel University, Administrative Assistant.

**Jeff Jabco**, B.S., Pennsylvania State University; M.S., North Carolina State University, Horticultural Coordinator.

**Julie Jenney**, B.A., University of Oregon, Educational Programs Coordinator.

**Sue MacQueen**, B.S. Temple University; B.A. Ohio Wesleyan University, Campus Engagement Coordinator.

**Jacqui Ricchezza**, Administrative Coordinator.

**Rebecca Robert**, B.S., M.S., Pennsylvania State University, Member and Visitor Programs Coordinator.

**Claire Sawyers**, B.S., M.S., Purdue University; M.S., University of Delaware, Director.

**Mary Tipping**, M.S., Temple University; M.S. University of Illinois, Curator.



## 14.33 Secretary of the College

**Erin Brownlee Dell**, B.A., Kalamazoo College; M.Ed., Harvard University; Ph.D., University of North Carolina at Greensboro, Chief of Staff and Secretary of the College.

**Robin H. Shores**, B.A., M.A., Ph.D., University of Delaware, Assistant Vice President for Institutional Effectiveness and Assessment, Assistant Secretary of the College.

**Meg Gebhard**, B.S., Kutztown University, Administrative Coordinator.

## 14.34 Sustainability

**Elizabeth Drake**, B.S., Cornell University, Interim Director of Sustainability.

**Clare M. Hyre**, B.A., Guilford College; M.A., New York University, Sustainability Program Manager.

## 14.35 Title IX Office

**Bindu Kolli Jayne**, B.A., Cornell University; J.D., University of Pennsylvania Law School, Title IX Coordinator.

**Chelsey Everest Eiel**, B.A., University of Maine; M.F.A. University of Southern Maine, Title IX Project Manager.

**Kathleen Withington**, B.A., St. Joseph's University, Administrative Assistant.

## 14.36 Academic Administrative Assistants and Technicians

**Art and Art History:** Stacy Bomento, B.A., LaSalle University, Slide Curator; Caren Brenman, Administrative Assistant; Doug Herren, B.F.A., Wichita State University; M.F.A., Louisiana State University, Studio Technician.

**Asian Studies:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Biology:** Matt Powell, B.S., Central Michigan University, Administrative and Technology Manager; Alison Danilak, Administrative Coordinator; John Kelly, A.A.S., Community College of Philadelphia; B.S., Wharton School, University of Pennsylvania, Senior Technical Specialist; Gwen Kannapel, B.S., Denison University; M.E., Widener University, Laboratory Coordinator; Kendra Ashenfelder, B.S., Delaware Valley University, Animal Facilities Manager.

**Black Studies:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Chemistry and Biochemistry:** Lauren Nuttle, Administrative Coordinator; Ian P. McGarvey, B.S., Temple University, Scientific Instrumentation Specialist.

**Classics:** Deborah Sloman, Administrative Assistant.

**Cognitive Science:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Computer Science:** Kathleen Reinersmann, Administrative Assistant; Jeffrey M. Knerr, B.S., College of William and Mary; M.S., Ph.D., University of North Carolina, Lab/System Administrator. Lauri Courtenay, Academic Coordinator.

**Dance:** Susan Grossi, Administrative Assistant.

**Economics:** Megan Salladino, B.S., Widener University, Administrative Assistant II.

**Educational Studies:** Ruthanne Krauss, Administrative Assistant.

**English Literature:** Donna McKeever, B.A., Bryn Mawr College, M.A., Rosemont College, Administrative Assistant.

**Engineering:** Cassy Burnett, Administrative Coordinator; Edmond Jaoudi, B.S., Fairleigh Dickinson University; M.Arch., Virginia Polytechnic Institute and State University, Electronics, Instrumentation, and Computer Specialist; James Johnson, Machinist; Ann Ruether, B.S., Swarthmore College, Academic Support Coordinator

**Environmental Studies:** Cassy Burnett, Administrative Coordinator.

**Film and Media Studies:** Catalina Lassen, B.F.A., West Chester University, Administrative Assistant.

**Gender and Sexuality Studies:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**History:** Maddie LeSage, B.A., Ursinus College; M.Ed., Temple University, Administrative Assistant.

**Interpretation Theory:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Islamic Studies:** Anita Pace, Administrative Assistant.

**Latin American and Latino Studies:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Linguistics:** Jeremy Fahringer, B.A., Swarthmore College, Phonetics Lab Coordinator; Tarsia Duff, A.A., Delaware County Community College, Administrative Assistant.

**Mathematics and Statistics:** Stephanie J. Specht, Administrative Assistant; Danielle Ledford, B.S., York College of Pennsylvania, M.S., University of Vermont, Academic Support Coordinator.

**Modern Languages and Literatures:** Suzanne McCarthy, Administrative Assistant; Bethanne Seufert, B.A., Penn State University, Administrative Assistant; Michael Jones, B.A., State University of New York, Buffalo, Director, Language and Media Centers; John Word, B.A., San Francisco State University, Language Media Center Technologist/Multi-Media Editor.

**Music:** Molly Floyd, B.A., Temple University, Administrative Coordinator; Jeannette Honig, B.A., University of Rochester, Director of Concert Programming, Production, and Publicity.

**Peace and Conflict Studies:** Cheryl Sharp, Deborah Sloman, Administrative Assistants.

**Philosophy:** Donna Mucha, Administrative Assistant.

**Physical Education and Athletics:** Tobin Adams, B.S., B.A. Bloomsburg University, Assistant Director of Athletics for Internal Operations; Stephanie Berman, Administrative Coordinator, B.A. State University of New York at Buffalo; Valerie Gómez, B.A. Lafayette College, M.S. Ed. Old Dominion University; Matthew Judge, M.P.A. Widener University, B.A. La Salle University, Assistant Director of Athletic Communications; Marie Mancini, A.T.C., B.S., C.C.C.S., West Chester University; Allison Hudak, A.T.C., West Chester University; Chris Irvin, M.B.A. La Salle University, B.S. Widener University, Athletics Business Operations Manager; Maxwell Miller, M.S., Texas State University, B.S., Rutgers, the State University of New Jersey, Assistant Director of Athletics for Recreation, Wellness, & Physical Education; Matt Mizanin, B.A., Rowan University, Director Athletic Communications; Chris McPherson, B.S., Temple University, Director of Sports Performance and Matchbox Fitness Center Coordinator; Larry Yannelli, B.A., Widener University, Equipment/Facilities Manager.

**Physics and Astronomy:** Carolyn Warfel, A.S., Widener University, Administrative Coordinator; Paul Jacobs, B.S., Georgia Institute of Technology; M.S., Ph.D., University of Michigan, Instrumentation Technician; Steven Palmer, Machine Shop Supervisor.

**Political Science:** Christina Ruzzo, Administrative Assistant.

**Psychology:** Elizabeth (Betsy) Durning, Administrative Coordinator; Kim Ngan Hoang, B.A. Gustavus Adolphus College, Research Manager & Academic Assistant; Peiyao Chen, B.A., Fuzhou University (China); M.S., Beijing Normal University (China); M.A., Northwestern University; Research Fellow, Psychology Department.

**Religion:** Anita Pace, Administrative Assistant.

**Sociology and Anthropology:** Stacey Hogge, B.S. West Chester State University, Administrative Assistant.

**Spanish:** Suzanne McCarthy, Administrative Assistant.

**Theater:** Scott Cassidy, B.A. Wilkes University, Production Manager & Technical Director, ; Michael Lambui, B.F.A., University of the Arts, Production Intern; Jean Tierno, B.A., J.D., Widener University, Administrative Assistant; TBD, Costume Shop Manager.

**Writing Program:** *Joanne Mullin, Administrative Assistant.*

# 15 Visiting Examiners

2021 Visiting Examiners

## ***Art***

*Nina Gurianova, Northwestern University*  
*Jordan Rose, University of California San Diego*  
*Jennifer Hock, Maryland Institute College of Art*  
*Dianne Harris, The Andrew W. Mellon Foundation*  
*Niko Vicario, Amherst College*  
*Kayleigh Perkov, University of California, Davis*

## ***Biology***

*Mansi Srivastava, Harvard University*  
*Spencer Nyholm, University of Connecticut*  
*Mike Muszynski, University of Hawaii at Manoa*  
*Sharon Lynn, Wooster College*  
*Diane Downs, University of Georgia*  
*Robyn Tanguay, Oregon State University*  
*Morgan Kelly, Louisiana State University*  
*Alexander Huk, University of Texas at Austin*  
*Jeannette Yen, Georgia Institute of Technology*  
*Jack Bateman, Bowdoin College*  
*Phoebe Lostroh, Colorado College*  
*Danielle Devenport, Princeton University*  
*Jose Dinenny, Stanford University*  
*Anne Todgham, University of California Davis*  
*Jr-Kai Sky Yu, Academia Sinica*

## ***Black Studies***

*None*

## ***Chemistry and Biochemistry***

*James Jackson, Michigan State University*  
*Michael Krout, Bucknell University*  
*Michael Campbell, Barnard College*

## ***Classical Studies***

*Jacob Morton, Carleton College*  
*Emily Baragwanath, University of North Carolina*  
*Nancy Felson, University of Georgia*  
*Nandini Pandey, University of Wisconsin - Madison*  
*Corey Brennan, Rutgers University*  
*Kathryn Morgan, University of California*

## ***Comparative Literature***

*None*

## ***Computer Science***

*Jerod Weinman, Grinnell College*  
*Adam Eck, Oberlin College*  
*Olivier Georgeon, Universite Catholique de Lyon*  
*Scott Doerrie, Johns Hopkins University*  
*Aline Normoyle, Bryn Mawr College*

Sanjeev Khanna, University of Pennsylvania

### **Economics**

Pablo D'Erasmus, Research Department of the Fed Res Bank of Phila

Alex Rees-Jones, University of Pennsylvania

Kyle Wilson, Pomona College

Roy Allen, University of Western Ontario

Isaac Sorkin, Stanford University

Ron Cheung, Oberlin College

Sandra Goff, Skidmore College

Tamara McGavock, Grinnell College

Hale Utar, Grinnell College

### **Educational Studies**

Alecia Magnifico, University of New Hampshire

Marcelle Haddix, Syracuse University

Cris Mayo, University of Vermont

Katherine McClelland, Franklin and Marshall College

Dana Edell, Tisch School of the Arts NYU

Susan Browne, Rowan University

### **Engineering**

Gerard Jones, Villanova University

Feng-Wei Hung, Lehigh University

John Pisciotta, West Chester University

### **English Literature**

Sara Johnson, University of California San Diego

Mary Mullen, Villanova University

Harriet Pollack, College of Charleston

Jill Richards, Yale University

Josephine Park, University of Pennsylvania

Sarita See, University of California Riverside

Daniel Justice, University of British Columbia

Nalo Hopkinson, University of California Riverside

Anthony Cuda, University of North Carolina, Greensboro

Patrick Rosal, Rutgers University Camden

### **Film and Media Studies**

Meta Mazaj, University of Pennsylvania

### **History**

Timothy Stewart-Winter, Rutgers University Newark

Justene Hill Edwards, University of Virginia

Michael Pfeifer, John Jay College of Criminal Justice

Jennifer Denetdale, University of New Mexico

Lisa Ubelaker Andrade, Universidad de San Andres

Kristen Alff, North Carolina State University

Ana Maria Candela, Binghamton University

Cindy Ewing, University of Missouri

Adele Lindenmeyr, College of Liberal Arts and Sciences, Villanova University

### **Linguistics**

Rusty Barrett, University of Kentucky

*Jeffrey Reaser, North Carolina State University*  
*Victor Sanchez-Cartagena, University of Alicante*  
*Betsy Rymes, University of Pennsylvania*  
*Chris Kennedy, University of Chicago*

***Mathematics and Statistics***

*Lisa Traynor, Bryn Mawr College*  
*Kevin Ross, California Polytechnic State University San Luis Obispo*  
*Ursula Whitcher, Mathematical Reviews*  
*Stephen Robinson, Wake Forest University*

***Modern Languages and Literatures***

*Lingzhen Wang, Brown University*  
*Erin Schoneveld, Haverford College*  
*Xincun Huang, The University of Hong Kong*  
*Frieda Ekotto, University of Michigan*

***Music and Dance***

*Alexandra Beller, Princeton University*

***Peace and Conflict Studies***

*Nell Gabiam, Iowa State University*

***Philosophy***

*Mavis Biss, Loyola University Maryland*  
*Joseph Shieber, Lafayette College*  
*John Oberdiek, Rutgers Law School*  
*Joshua Ramey, Haverford College*  
*Thomas Polger, University of Cincinnati*  
*Jason Miller, Waren-Wilson College*  
*Jessica Moss, New York University*  
*James Van Cleve, University of Southern California*

***Physics and Astronomy***

*Thomas Baumgarte, Bowdoin College*  
*Matthew Stoneking, Lawrence University*  
*Estelle Epstein, Rutgers University*  
*Kerstin Nordstrom, Mount Holyoke College*  
*Michael Schulz, Bryn Mawr College*  
*Daniel Grin, Haverford College*

***Political Science***

*Santiago Anria, Dickinson College*  
*Mark Graber, University of Maryland*  
*Melissa Labonte, Fordham University*  
*Craig Borowiak, Haverford College*  
*Paul Macdonald, Wellesley College*  
*Ellen Donnelly, University of Delaware*  
*Gordon Arlen, Justitia Center for Advanced Study at the Goethe University*

***Psychology***

*Eunice Chen, Temple University*  
*Steven Brunwasser, Rowan University*

*Carla Hudson, University of British Columbia*  
*Paul Thibodeau, Oberlin College*  
*Anna Papafragou, University of Pennsylvania*  
*Peter Mende-Siedlecki, University of Delaware*  
*Arturo Hernandez, University of Houston*  
*Kenneth Short, The US Army Engineering Graduate School*  
*Hannah Reese, Bowdoin College*  
*Scott Eidelman, University of Arkansas*  
*Shirit Kronzon, University of Pennsylvania*  
*Nancy Dennis, Penn State University*

### **Religion**

*Dr. Jacob Erickson, School of Religion Trinity College Dublin*  
*Jon Pahl, United Lutheran Seminary Philadelphia/Gettysburg*  
*Paula Arai, Louisiana State University*  
*Aaron Hollander, Graymoor Ecumenical & Interreligious Institute*  
*Xu Ma, Department of Religious Studies Lafayette College*  
*Jamel Velji, Claremont McKenna College*

### **Sociology and Anthropology**

*Nikhil Anand, University of Pennsylvania*  
*Ilana Gershon, Indiana University Bloomington*  
*Magne Flemmen, University of Oslo*  
*Apo Aporosa, University of Waikato New Zealand*  
*Timothy Murphy, Worcester State University*  
*Becca Howes-Mischel, James Madison University*

### **Spanish**

*Frieda Ekotto, University of Michigan*

### **Theater**

*Michael Garces, Cornerstone Theater Company*  
*Allison Horsley, Freelance*  
*Olusegun Ojewuyi, Southern Illinois University Department of Theater*  
*Adrian Giurgea, Colgate University*  
*Louisa Thompson, Hunter College*  
*Sherrine Azab, A Host of People*

## 16 Degrees Conferred

*June 6, 2021*

### 16.1 Bachelor of Arts

*Sukhrob Abdushukurov, Special Major in Psychology and Educational Studies*

*Bashar Abu Ein, Computer Science and Economics*

*Amaechi Ikechukwu Abuah, Theater and Computer Science*

*Ellen Margaret Adams, Biology*

*Omene Samantha Addeh, Economics and Peace & Conflict Studies*

*Ji Su Ahn, Mathematics*

*Christian Andres Alfaro De La Rosa, Sociology & Anthropology*

*Cristopher Castrellon Alvarado, Special Major in Neuroscience and Educational Studies*

*Matthew Erik Anderson, Economics and Computer Science*

*Chioma Aadaezi Anomnachi, English Literature*

*Kaavya Venkat Arakoni, Economics and Political Science*

*Ryan Arazi, Peace & Conflict Studies*

*Taing Eaindray Aung, Political Science and Peace & Conflict Studies*

*Christine Ayoh, Special Major in Cognitive Science*

*Jong Hyup Baek, Theater*

*Julius John Balisanyuka-Smith, Special Major in Cognitive Science and Mathematics*

*Alexandra Nina Baratta, Computer Science*

*Lux Kreider Barton, Educational Studies*

*David Norman Bauman, Computer Science and Political Science*

*Faith M. Becker, Economics and Peace & Conflict Studies*

*Matthew James Becker, Economics*

*William James Bein, Political Science*

*Dana Beseiso, Special Major in Biochemistry and Peace & Conflict Studies*

*Ananya Bhattacharya, Economics and Environmental Studies*

*Thomas Andrew Blakelock, Economics and Mathematics*

*Faith Diamond Booker, Special Major in Black Studies*

*Julia Isabel Botkin, Political Science and Spanish*



*Youssef Bouhadiba, Computer Science*

*Madison Elizabeth Bowe, Biology and Psychology*

*Jenna Grace Bowman, Biology*

*Emily Nicole Branam, Biology and Special Major in Japanese*

*Gabriel Brossy de Dios, Special Major in Spanish Literature and Educational Studies*

*Grant Chandler Brown, Philosophy*

*Paul Frederick Buchanan, English Literature and Special Major in Black Studies*

*David Brown Buckley, Special Major in Black Studies*

*Julian Bueno, Economics*

*Ismail Cemal Can, Biology*

*Kahlaa M. Cannady, Economics*

*Katherine Elizabeth Capossela, Political Science*

*Mia Ann Capozzoli, Economics*

*Louisa Bradlow Carman, Political Science*

*Steven Francisco Castro, Art*

*Hyeyun Chae, Biology and Computer Science*

*Jake Chanenson, Computer Science*

*Alaina Llorens Chen, Economics and Psychology*

*Meena Aarathi Chen, Environmental Studies*

*Richard Chen, Economics and Computer Science*

*Andi Cheng, Biology and Computer Science*

*Kassidi Lim Cheng, Psychology and English Literature*

*Noah Curran Cheng, Biology*

*Talbot Michael Child, Economics and Mathematics*

*Kevin Taeyoung Choi, Economics and Mathematics*

*Veronica Angeline Chua, Biology*

*Dylan Thomas Clairmont, Linguistics and Peace & Conflict Studies*

*Jacob Taylor Clark, Spanish*

*Sariah Renee Cochran, Psychology and Spanish*

*Eleazer Grissom Cohen, Philosophy*

*Rivkah Orah Cohen, English Literature and Educational Studies*

*Charles Hodson Cole, Religion*

*Esther K. Couch, English Literature*

*George D. Curtis, Classical Studies*

*Lia Rose D'Alessandro, Biology and Dance*

*Julia Lynne Dalrymple, Mathematics*

*Zaina Yasmin Dana, Theater*

*Hope-Elizabeth Darris, Special Major in Sociology & Anthropology and Educational Studies*

*Vitor Leopoldo De Aguiar Dos Anjos, Biology*

*Maria Consuelo De Dios, Special Major in Psychology and Educational Studies*

*Lucy K. Decker, Physics and Mathematics*

*Maya Deutsch, English Literature*

*Kadiata Lamarana Diallo, Special Major in English Literature and Educational Studies*

*Francis McCall Dillon, Economics*

*Bria Morgan Dinkins, Sociology & Anthropology*

*Nicole Distinto Algaranaz, Peace & Conflict Studies*

*Shelby Dolch, Special Major in Black Studies and Peace & Conflict Studies*

*Madison Faith Dorr, Psychology*

*Grace Hkam Dumdaw, Peace & Conflict Studies and Special Major in Performance for Stage, Screen, and New Media*

*Scott Kirkwood Eberle, Computer Science*

*Francis John Eddy Harvey, Economics*

*Samantha Ann Ehlers, Computer Science*

*Gabriella Ekens, Film & Media Studies*

*Dawson Walter Epstein, Peace & Conflict Studies*

*Ilana Marion Bensussen Epstein, Film & Media Studies*

*Andrew Joseph Estella, Economics and Spanish*

*Charles Mason Evarts, Economics*

*Isabelle Grace Catabran Ewart, Economics*

*Alec Matthew Ferry, Chemistry*

*Kelly Alissa Finke, Special Major in Cognitive Science and Special Major in Computational Biology*

*Alexander Scott Flowers, Mathematics*

*Peter Foggo, Economics*

*Julia Katherine Ford, Psychology*

*Mackenzie Ann Frost, Special Major in Neuroscience*

*Alexander William Galarraga, Mathematics*

*Jonathan Blake Galvan, Sociology & Anthropology*

*Leren Gao, Religion*

*Devan Nene Geib, Economics*

*Reuben Gelley Newman, English Literature*

*Joshua Welz Geselowitz, Mathematics and Special Major in Cognitive Science*

*Alessandro Blessing Getzel, Special Major in Politics, Philosophy, Economics*

*Adena J. Gordon, Biology*

*Michael Gross, Political Science and Peace & Conflict Studies*

*Jonathan Scott Guider, Philosophy and Computer Science*

*Lizhi Guo, Mathematics*

*Kathryn Clare Hafertepe, Biology*

*Anna Hamm, Economics*

*William Han, Computer Science and Mathematics*

*Micah Trivers Harkins, Physics*

*Liya J. Harris-Harrell, Art and Educational Studies*

*Houyi He, Sociology & Anthropology and History*

*Xia L. Headley, Psychology*

*Coleson Mack Hebble, Economics and History*

*Steven Mesropian Hergenroeder, Economics and Political Science*

*Fiorenza Amanda Maria Herrera Diaz, Economics and Peace & Conflict Studies*

*Aaron Samuel Hersch, Physics and Economics*

*Nicholas John Hirschel-Burns, History and Political Science*

*Consolée Dusenge Hitayezu, Computer Science*

*Lauren A. Holt, Biology*

*Dana E. Homer, Biology and Educational Studies*

*Yinhan Hong, Economics and English Literature*

*Sharon Hu, Computer Science*

*Bellara Ann Sakda Huang, Art History and Computer Science*

*Kieran Richard Yaffe Huang, Film & Media Studies*

*Kevin Daiki Hudson, Economics*

*Helen Jacquelyn Huh, Computer Science*

*Halsey Lilac Hutchinson, Economics*

*Ryan Alexander Izquierdo, Biology*

*Omar Ibrahim Jadallah-Karraa, Peace & Conflict Studies and Religion*

*Lauren Elizabeth James, Educational Studies*

*Siyuan Jiang, Film & Media Studies*

*Cameron Hale Johnson, History*

*Jayna Catherine Jones, Special Major in Neuroscience*

*Nora Maeve Joyce, Art History and Political Science*

*Jiung Jung, Mathematics and Economics*

*Grigorii Kalminskii, Biology*

*Lucas Ford Katz, History*

*Adero A. Kauffmann-Okoko, Art History*

*Genji Kawakita, Mathematics*

*Vinay Read Keefe, Physics*

*Momoka Keicho, Special Major in Linguistics and Educational Studies*

*Jamail Ali Khan, Religion*

*William Khan, Physics and Economics*

*Inna Meagan Kimbrough, Art*

*Elizabeth Jane Mitchell King, Sociology & Anthropology*

*Derek Connor Kinsella, Psychology*

*Madison Young Kline, Classical Studies and Political Science*

*Hannah Rayne Kloetzer, Educational Studies*

*Adriana Saskia Knight, English Literature and Computer Science*

*Ainsley Victoria Clark Knox, Special Major in Biochemistry*

*Raveesh Rakesh Koul, Special Major in Neuroscience*

*Cyndi Quynh Lai, Political Science and Asian Studies*

*Sara Laine, Peace & Conflict Studies and Special Major in Global Political Economy*

*John Alexander Lathrop, Biology*

*AV Lee-A-Yong, Peace & Conflict Studies*

*Carole Geesun Lee, English Literature*

*Eleanore Lee, Psychology*

*Gregory Lee, Computer Science*

*Hyun Kyung Lee, Chemistry and Psychology*

*Noah Kobori Lee, Psychology*

*Sophia O'Mara Lee, Psychology*

*Sarah Bridgeen Leonard, Peace & Conflict Studies*

*Peem Lerdupttipongporn, Mathematics and Computer Science*

*Kevin Liao, Political Science and Asian Studies*

*Christopher Edward Licitra, Economics*

*Ari Adler Liloia, Physics*

*Christie Elizabeth Little, Computer Science*

*Raymond Liu, Computer Science*

*Yung Yung Liu, English Literature*

*Jasiel Eduardo Lopez Juarez, Computer Science*

*Eudy De Jesus Lopez, Economics*

*Mathew Craig Lucker, Computer Science*

*Ercong Luo, Physics*

*Zachary Lewis Lytle, Economics*

*Arjun Singh Madan, Economics and Mathematics*

*Mika Ling Maenaga, Chemistry*

*Shani Patrice Mahotiere, Environmental Studies*

*Lamia-Emilie Makkar, Sociology & Anthropology and Computer Science*

*Nadia Mansoor, Biology*

*Diego A. Marcano, Computer Science*

*Samantha Ann Martin, Psychology*

*Richard Francesco Maimon Maria Massari,*  
*Special Major in Cognitive Science and Mathematics*

*Patrick Robert McAnally, Peace & Conflict Studies*

*Abigail Rose McFarland, Economics and Computer Science*

*Lilia Isabelle McGee-Harris, Psychology and Linguistics*

*Keegan Benham McKenna, Computer Science and Mathematics*

*Kieran Michael McKenna, History and Spanish*

*Gerald Michael McManus, Theater and Political Science*

*Olivia Christine McManus, Biology*

*Matiwos Assefa Mebratu, Physics and Computer Science*

*Pei Yi Mei, Economics*

*David Amadeus Melo, Theater and Special Major in Computer Science and Educational Studies*

*Richmond Kobina Mensah, Computer Science and Economics*

*Adam Gregory Mermelstein, Biology*

*Clayton Kennedy Meyer, Biology*

*Zane Haskin Lowry Meyer, Computer Science*

*Bryce Gannon Mick, Classical Studies*

*Grayson Joseph Mick, Economics*

*Susannah C. Midla, Biology*

*Elisabeth Renae Miller, English Literature and History*

*Emma Lee Miller, Art*

*Catherine Rose Mohr, Economics*

*Sierra Rebecca Mondragón, Special Major in Indigenous Interdisciplinary Studies and History*

*Elena Bernadette Moore, Art History*

*Oswaldo Morales Solorzano, Environmental Studies*

*Pempho Ellen Moyo, Psychology and Educational Studies*

*Richard In-soo Muniu, Mathematics and Computer Science*

*Declan Voss Murphy, Environmental Studies and Biology*

*Paul-Donavon Alexander Murray, Political Science*

*Juliette Naramé, Mathematics*

*Najla Khoury Nassar, Peace & Conflict Studies*

*Faith Ashley Nation, Special Major in Psychology and Educational Studies*

*Keonwoo Oh, Mathematics and Computer Science*

*Edna Amiralí Olvera, Special Major in Astrophysics and Educational Studies*

*Sumi Onoe, Computer Science and Mathematics*

*Julia Mary Ostrowski, Spanish and Peace & Conflict Studies*

*Victoria Darlene Overbeck, Biology*

*Ariel Marie Overdorff, Special Major in Astrophysics*

*Yusa Cagri Parcali, Economics and Political Science*

*Naomi Jun Park, English Literature and Computer Science*

*Curtis Clarence Parker, Biology*

*Trina Rani Paul, Economics*

*Sally Yue Peng, Computer Science*

*Maleyah Makai Peterson, Special Major in Black Studies*

*Katherine Elizabeth Phillips, Educational Studies*

*Lucas James Pietrantonio, Computer Science*

*Yifan Ping, Sociology & Anthropology*

*Nathan Asher Pitock, Peace & Conflict Studies and Special Major in Astrophysics*

*Christina Ponsa Nazario, Religion and German Studies*

*Rebecca Leah Posner-Hess, Greek*

*Lilian Marie Posta, Art History and Psychology*

*William Maurice Potts, Sociology & Anthropology*

*Christian Lauren Precise, Special Major in Black Diasporic Studies*

*Nana Abayiye Ekow Quakyi, Religion*

*Daniel Antonio Quintans Nunez, Computer Science*

*Judah Brennan Raab, Chemistry*

*Miryam Ramirez, Computer Science and Educational Studies*

*Herbert Jack Rand, Computer Science*

*Alexandria Christine Rensing, Physics*

*Emma Gianna Ricci-De Lucca, French & Francophone Studies*

*Jean-Baptiste Robert, Biology and Economics*

*Sarah Murphy Roberts, Economics and Spanish*

*Daniel Afonso Rodrigues, Biology*

*Josephine Florence Ross, Theater and Educational Studies*

*Danielle Christine Rossetti Dos Santos,*  
*Computer Science and Mathematics*

*Francesca Danielle Rothell, Special Major in Medical Anthropology*

*Samuel Joseph Rothstein, Computer Science and Mathematics*

*Alexandra Talia Rugg, Art*

*Ziad Walid Sabry, Biology*

*Matthew Joseph Salah, Economics and Political Science*

*Maria Fernanda Sampaio Ferreira, Computer Science and Mathematics*

*Alejandra de Jesús Sánchez Erb, Spanish*

*Getulio Valentin Sanchez Ozuna, Computer Science and Political Science*

*Rebecca G. Sanders, Greek*

*Jaydeep Singh Sangha, Biology*

*Isaac Barr Satz, Psychology*

*Michael Anthony Selvaggio, Computer Science and Linguistics*

*Shayena Shah, Economics*

*Samuel Michael Sheppard, Special Major in Astrophysics and Computer Science*

*Mia Shoquist, Chinese and Music*

*Daya Shrestha, Economics*

*Twan Wang Sia, Biology*

*Raymond Joseph Sutterley Sidener, Mathematics and Computer Science*

*Anjali Singapur, Political Science and Sociology & Anthropology*

*Dotty Savana Smith, Special Major in Quantitative Social Science*

*Lauryn E. Smith, Special Major in Psychology and Educational Studies*

*Sarah Madison Smith, Peace & Conflict Studies*

*Parker Snipes, Economics and Computer Science*

*Erin Paige Snoddy, Special Major in Astrophysics*

*Justin David Snyder, Economics and Peace & Conflict Studies*

*Madison Alexandra Snyder, Biology and Spanish*

*Xirui Song, Art History*

*Akshay Srinivasan, Mathematics and Computer Science*

*Timothy St. Pierre, French & Francophone Studies and Political Science*

*Kristina Brielle Stallvik, Special Major in Gender & Sexuality Studies and Environmental Studies*

*Erik-Stephane Daniel Stancofski, Special Major in Biochemistry*

*Sophia Hero Stills, History and Political Science*

*Megan Fox Strachan, Computer Science*

*Daniel Glen Swanson, Mathematics and Linguistics*

*Elise Anne Talley, Economics and Psychology*

*Grace Elmslie Taylor, Economics and Computer Science*

*Helena Claire Tebeau, Psychology and English Literature*

*Oliver James Michael Tenenbaum, Biology*

*Veronica Testi Melgarejo, Sociology & Anthropology*



*Skylar Aborn Thoma, Special Major in Political Science and Educational Studies*

*Terence Andrew Thomas Jr., Special Major in Global Political Economy*

*Allyson Josephine Thrasher, Biology and French & Francophone Studies*

*Tiara DaShay Tillis, Special Major in Biochemistry*

*Marie Gilliam Tillson, Special Major in Arabic Studies and Computer Science*

*Kendall Tammany Tribus, Psychology*

*Bing Xin Tu, Economics and Chinese*

*Cameron Renee Tumey, Religion and Biology*

*Evelien van Gelderen, Economics and Biology*

*Narine Vapuryan, Special Major in Biochemistry*

*Thibault Charles Vernier, Computer Science*

*Kayla Vieira, Special Major in Neuroscience*

*Matthew Calixte Lawson Villeneuve, Philosophy*

*Julia Bayliss Wagner, English Literature*

*Samantha Blair Wagner, History and Classical Studies*

*Iris I-Ning Wang, Special Major in Astrophysics*

*Muge Luke Wang, Mathematics and Economics*

*Tiffany Elizabeth Wang, History*

*Tom Wang, Economics and Mathematics*

*Madeleine Claire Ward, Mathematics and Psychology*

*Hannah Miriam Watkins, Biology*

*Yi Wei, English Literature and Special Major in Asian American Studies*

*Sarah Joy Wheaton, Economics and Political Science*

*Henry Briggs Wilson, Philosophy*

*Gene Thomas Witkowski, Special Major in Mathematics and Educational Studies and Music*

*Corinne Elizabeth Wolyniec, Sociology & Anthropology*

*Jason Takashi Wong, Philosophy*

*John S. Woodliff-Stanley, Special Major in Philosophy, Politics, and Economics*

*Dominic Chi Cother Woodward, Biology and Mathematics*

*Yunhao (Eddie) Wu, Economics and Mathematics*

*Xinyu Xu, Mathematics*

*Yanwen Effie Xu, Computer Science*

*Sam Yan, Economics and Computer Science*

*Steve Yang, Computer Science*

*Xinrui Yang, Economics and Mathematics*

*Ariana Yett, Sociology & Anthropology and Chemistry*

*Jihye Yoon, Biology and Mathematics*

*Abigail Ximena Young, French & Francophone*

*Studies and English Literature*

*Raymond Alexander Youngblood, Special Major in Psychology and Educational Studies*

*Adora Zhang, Special Major in Neuroscience*

*Ethan Daniel Zhao, Computer Science*

*Andrew Zhu, Biology*

*Maya Kai Zimmerman, Environmental Studies and Biology*

*Gillian Dorie New Zipursky, Philosophy and Biology*

*Dylan Andre Zuniga, Computer Science*

## **16.2 Bachelor of Science**

*Kelvin Paa Kwesi Adjei, Engineering*

*Ellen Margaret Adams, Engineering*

*Natalie Samantha Balbuena, Engineering*

*Hannah Elizabeth Bartoshesky, Engineering*

*Franz Kristoffer Alanes Chee, Engineering*

*Charles Hodson Cole, Engineering*

*Skyler Hart Cornell, Engineering*

*Rekha Crawford, Engineering*

*Daniel Sanford Curtis, Engineering*

*Nusaybah Michael Estes, Engineering*

*Ricardo Gonzalez, Engineering*

*Vinay Read Keefe, Engineering*

*Kwame Panyin Aboagye Markin, Engineering*

*Temba Mateke, Engineering*

*Alec Jeffrey Menzer, Engineering*

*Zane Haskin Lowry Meyer, Engineering*

*Catherine Rose Mohr, Engineering*

*Oswaldo Morales Solorzano, Engineering*

*Alyssa Corrinne Nathan, Engineering*

*Lucas James Pietrantonio, Engineering*

*Emma Gianna Ricci-De Lucca, Engineering*

*George Roman Rubin, Engineering*

*Megan Fox Strachan, Engineering*

## 17 Distinctions, Awards, and Fellowships

### 17.1 Honors Awarded by the Visiting Examiners

#### *Highest Honors*

*Amaechi Ikechukwu Abuah, Grant Chandler Brown, Kassidi Lim Cheng, Veronica Angeline Chua, Sierra Rebecca Mondragón, Yifan Ping, Allyson Josephine Thrasher, Samantha Blair Wagner, Tiffany Elizabeth Wang*

#### *High Honors*

*Lux Kreider Barton, Julia Isabel Botkin, Emily Nicole Branam, Katherine Elizabeth Capossela, Louisa Bradlow Carman, Andi Cheng, Noah Curran Cheng, Kevin Taeyoung Choi, Dylan Thomas Clairmont, Eleazer Grissom Cohen, Charles Hodson Cole, Zaina Yasmin Dana, Kadiata Lamarana Diallo, Francis McCall Dillon, Julia Katherine Ford, Alexander William Galarraga, Leren Gao, Alessandro Blessing Getzel, Houyi He, Aaron Samuel Hersch, Nicholas John Hirschel-Burns, Bellara Ann Sakda Huang, Siyuan Jiang, Cyndi Quynh Lai, Yung Yung Liu, Ercong Luo, Richard Francesco Maimon Maria Massari, Gerald Michael McManus, Matiwos Assefa Mebratu, Elena Bernadette Moore, Rebecca Leah Posner-Hess, Judah Brennan Raab, Josephine Florence Ross, Matthew Joseph Salah, Rebecca G. Sanders, Isaac Barr Satz, Twan Wang Sia, Daniel Glen Swanson, Cameron Renee Tumej, Tom Wang, Sarah Joy Wheaton, Henry Briggs Wilson, Jason Takashi Wong, Ariana Yett, Gillian Dorie New Zipursky*

#### *Honors*

*Julius John Balisanyuka-Smith, Lizhi Guo, Kevin Daiki Hudson, William Khan, Peem Lerdputtipongporn, Parker Snipes, Kayla Vieira*

### 17.2 Elections to Honorary Societies

#### *Phi Beta Kappa*

*Ryan Arazi, Grant Chandler Brown, Louisa Bradlow Carman, Andi Cheng, Noah Curran Cheng, Kevin Taeyoung Choi, Dylan Thomas Clairmont, Kelly Alissa Finke, Julia Katherine Ford, Joshua Welz Geselowitz, Micah Trivers Harkins, Aaron Samuel Hersch, Dana E. Homer, Vinay Read Keefe, Momoka Keicho, Inna Meagan Kimbrough, Eleanore Lee, Kevin Liao, Arjun Singh Madan, Richard Francesco Maimon Maria Massari, Lilia Isabelle McGee-Harris, Pei Yi Mei, Zane Haskin Lowry Meyer, Grayson Joseph Mick, Sierra Rebecca Mondragón, Elena Bernadette Moore, Keonwoo Oh, Yifan Ping, Rebecca Leah Posner-Hess, George Roman Rubin, Alexandra Talia Rugg, Matthew Joseph Salah, Michael Anthony Selvaggio, Shayena Shah, Twan Wang Sia, Anjali Singapur, Kristina Brielle Stallvik, Sophia Hero Stills, Skylar Aborn Thoma, Bing Xin Tu, Julia Bayliss Wagner, Samantha Blair Wagner, Iris I-Ning Wang, Madeleine Claire Ward, Gene Thomas Witkowski, Jason Takashi Wong, Yunhao (Eddie) Wu, Xinrui Yang, Ariana Yett, Jihye Yoon, Andrew Zhu, Gillian Dorie New Zipursky.*

#### *Sigma Xi*

*Ellen Margaret Adams, Matthew Erik Anderson, Dana Beseiso, Jake Chanenson, Andi Cheng, Noah Curran Cheng, Kevin Taeyoung Choi, Veronica Angeline Chua, Lia Rose D'Alessandro, Vitor Leopoldo De Aguiar Dos Anjos, Kelly Alissa Finke, Mackenzie Ann Frost, Lizhi Guo, Micah Trivers Harkins, Aaron Samuel Hersch, Dana E. Homer, Jayna Catherine Jones, Genji Kawakita, Vinay Read Keefe, Adriana Saskia Knight, Ainsley Victoria Clark Knox, Gregory Lee, Hyun Kyung Lee, Peem Lerdputtipongporn, Ari Adler Liloia, Jasiel Eduardo Lopez Juarez, Ercong Luo, Mika Ling Maenaga, Diego A. Marcano, Zane Haskin Lowry Meyer, Susannah C. Midla, Victoria Darlene Overbeck, Ariel Marie Overdorff, Alexandria Christine Rensing, Emma Gianna Ricci-De Lucca, Jean-Baptiste Robert, Michael Anthony Selvaggio, Twan Wang Sia, Allyson Josephine Thrasher, Narine Vapuryan, Jihye Yoon, Andrew Zhu, Gillian Dorie New Zipursky.*

#### *Tau Beta Pi*

*Ricardo Gonzalez, Vinay Read Keefe, Zane Haskin Lowry Meyer, George Roman Rubin.*

### 17.3 Pennsylvania Teacher Certification

*Rivkah Orah Cohen, Liya Harris-Harrell, Lauren Elizabeth James, Katherine Elizabeth Phillips, and Daniel Afonso Rodrigues.*

### 17.4 Awards and Prizes

*The Bruce Abernethy Community Service Award was created by Bruce Abernethy '85 to support Swarthmore students, faculty, and staff involved in community service. Not awarded this year.*

*The Adams Prize is awarded each year by the Economics Department for the best paper submitted in quantitative economics. Awarded to Reed Orchinik '19.*

*The Stanley Adamson Prize in Chemistry was established in memory of Stanley D. Adamson '65. It is awarded each spring to a well-rounded junior majoring in chemistry or biochemistry, who, in the opinion of the department, gives the most promise of excellence and dedication in the field. Awarded to Emma Parker Miller '22.*

*The American Chemical Society Scholastic Achievement Award is given to the student whom the Department of Chemistry and Biochemistry judges to have the best performance in chemistry and overall academic achievement. Awarded to Judah Raab '21.*

*The American Chemical Society Undergraduate Award in Analytical Chemistry is awarded annually to the student whom the Chemistry and Biochemistry Department judges to have the best academic performance in analytical chemistry and instrumental methods. No award this year.*

*The American Chemical Society Undergraduate Award in Inorganic Chemistry is awarded annually to the student whom the Chemistry and Biochemistry Department judges to have the best academic performance in inorganic chemistry. Awarded to Omar Saleh '22.*

*The American Chemical Society Undergraduate Award in Organic Chemistry is awarded annually to the student whom the Chemistry and Biochemistry Department judges to have the best academic performance in organic chemistry. Awarded to Mika Maenaga '21.*

*The American Chemical Society Undergraduate Award in Physical Chemistry is awarded to the student whom the Chemistry and Biochemistry Department judges to have the best performance in physical chemistry. No award this year.*

*The American Institute of Chemists Student Honor Awards are given to students whom the Chemistry and Biochemistry Department judge to have outstanding records in chemistry and overall academic performance. Awarded to Ariana Yett '21.*

*The Solomon Asch Award recognizes the most outstanding independent work in psychology, usually a senior course or honors thesis. Awarded to Elias Palmer Blinkoff '17 and Tina Olympia Zhu '17.*

*The Boyd Barnard Prize, established by Boyd T. Barnard '17 is awarded by the music faculty each year to a student in the junior class in recognition of musical excellence and achievement. Awarded to Reuben Gelley-Newman '21 and Cheyenne Valenzuela '21.*

*The James H. Batton '72 Award, endowed in his memory by G. Isaac Stanley '73 and Ava Harris Stanley '72, is awarded for the personal growth or career development of a minority student with financial need. Awarded to Anis Charles '17 and Sedinam Worlanyo '17.*

*The Paul H. Beik Prize in History is awarded each May for the best thesis or extended paper on a historical subject by a history major during the previous academic year. Awarded to Sierra Mondragón '21 and Samantha Wagner '21.*

*The Bobby Berman '05 Memorial Prize Fund was established in 2008 in his memory, by his family. It is awarded by the Physics Department to a graduating senior with a major in physics who has shown achievement, commitment, and leadership in the field. Awarded to Vinay Keef '21 and Edna Olvera '21.*

*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. Not awarded in 2019-20 due to COVID-19.*

*The Black Alumni Prize is awarded annually to honor the sophomore or junior minority student who has shown exemplary academic performance and community service. Awarded to Maxine Annoh '18 and Tyrone Clay '18.*

*The Black Cultural Center Director's Special Recognition Award is awarded for significant contributions to the Black community and campus-wide. Awarded to Allison Alcena '17, Bolutife Fakoya '17, Aaliyah Dillon '17, Summer Johnson '17, and Davis Logan '17.*

*The Black Cultural Center Highest Academic Achievement Award recognizes the minority students from the graduating class who earned one of the highest grade point averages and contributed to the larger college community. Awarded to Medgine Elie '17 and Xavier Lee '17.*

*The Black Cultural Center Freshman of the Year Award recognizes the First Year student(s) who have been exceptional leaders and have made significant contributions to the Swarthmore black community. Awarded to Rasheed Bryan '20, Brandon Ekweonu '20 and Coleman Powell '20.*

*The Black Cultural Center Leadership Award recognizes the graduating senior(s) who continues the legacy of Black student leadership and activism by constructively and proactively contributing to the Black Cultural Center and advocating for and acting on issues of concern to the larger campus community. Awarded to Mosea Esaias '17.*

*The Brand Blanshard Prize honors Brand Blanshard, professor of philosophy at Swarthmore from 1925 to 1945, and was established by David H. Scull '36. The Philosophy Department presents the award each year to the student who submits the best essay on any philosophical topic. Awarded to Sagar Rao '22 and Megan Wu '23.*

*The Sophie and William Bramson Prize is awarded annually to an outstanding student majoring in sociology and anthropology. The prize recognizes the excellence of the senior thesis, in either the course or external examinations program as well as the excellence of the student's entire career in the department. The Bramson Prize is given in memory of the parents of Leon Bramson, founding chairman of Swarthmore's Sociology and Anthropology Department. Awarded to Ariana Yett '21.*

*The Heinrich W. Brinkmann Mathematics Prize honors Heinrich Brinkmann, professor of mathematics from 1933 to 1969, and was established by his students in 1978 in honor of his 80th birthday. Awards are presented annually by the Mathematics and Statistics Department to the student or students who have demonstrated dedication to the field and to the Department of Mathematics and Statistics. Awarded to Kevin Choi '21, Alexander Galarraga '21 and Xinrui Yang '21.*

*The William J. Carter '47 Grant is funded by the William J. Carter '47 Religious Harmony Fund, administered by the Religion Department, and supports a student summer research project or internship in keeping with William J. Carter's goal of "encouraging and promoting understanding, harmony, and respect among the various religions of the world." Awarded to Alicia Liu '24.*

*The Chemistry and Biochemistry Department Junior Service Award is given each year to the student who has provided the department with the greatest service during the preceding academic year. Awarded to Joe Scott '22.*

*The Chemistry and Biochemistry Department Senior Service Award is given each year to the student who has provided the department with the greatest service during the preceding academic year. Awarded to Hyun Kyung Lee '21.*

*The Chemistry and Biochemistry Department Sophomore Service Award (formerly American Chemical Society/POLYED Undergraduate Award in Organic Chemistry) is awarded annually to a sophomore whom the Chemistry and Biochemistry Department judges to have the best academic performance in the sophomore year sequence of organic chemistry and biochemistry. Awarded to Sam Winickoff '23.*

*The Susan P. Cobbs Scholarship is awarded to the most outstanding student(s) 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. Awarded to Rebecca Sanders '21.*

*The Sarah Kaighn Cooper Scholarship, founded by Sallie K. Johnson in memory of her grandmothers, Sarah Kaighn and Sarah Cooper, is awarded to the member of the junior class who is judged by the faculty to have had the best record for scholarship, character, and influence since entering the College. Awarded to Chanoot Sirisoponsilp '19.*

*The CRC Press Freshman Chemistry Achievement Award is awarded annually by the Chemistry and Biochemistry Department to the first-year student(s) who achieves the highest performance in the first-year chemistry curriculum. Awarded to Ipeknaz Icten '24.*

*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. First prize for theses awarded to Leren Gao '21 and Tiffany Wang '21. Best Individual Paper awarded to Cyndi Lai '21, Nicole Liu '21, and Shaoni White '22. Honorable mention to Pei Yi Mei '21 and Yifan Ping '21.*

*The Dunn Trophy was established in 1962 by a group of alumni to honor the late Robert H. Dunn, a Swarthmore coach for more than 40 years. It is presented annually to the sophomore male who has contributed the most to the intercollegiate athletics program. Not awarded in 2019-20 due to COVID-19.*

*The Robert S. DuPlessis Prize is awarded each May to a student for the best senior comprehensive research paper on a historical subject by a history major in the previous year. Awarded to Houyi He '21.*

*The Maurice G. Eldridge '61 Community Service Award is awarded to a graduating Senior that has served the Black Cultural Center Community, as well as the Swarthmore Community-at-large with a commitment to academic excellence linked to socially responsible and civic engagement. Awarded to Patrick Houston '17.*

*The William C. Elmore Prize is given in recognition of distinguished academic work. It is awarded annually to a graduating senior majoring in physics, astrophysics, or astronomy. Awarded to Matiwos Mebratu '21.*

*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. Not awarded in 2019-20 due to COVID-19.*

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

*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. Not awarded in the 2019-2020 academic year.*

*The Dorothy Ditter Gondos Award was bequeathed by Victor Gondos Jr. in honor of his wife, Class of 1930. It is given by a faculty committee to a student of Swarthmore College who submits the best paper on the subject dealing with a literature of a foreign language. The prize is awarded in the spring semester. Preference is given to essays based on works read in the original language. The prize is awarded under the direction of the Literature Committee. First Prize awarded to Laura Hirai '22, Second Prize awarded to Kirhit Minhas '24.*

*The John Russell Hayes Poetry Prizes are offered for the best original poem or for a translation from any language. Awarded to Reuben Gelley Newman '21, Rachel Lapidés '22, Deyyani Mahajan '23, and Ryan Oet '24.*

*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. Not awarded in 2019-20 due to COVID-19.*

*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 students who submit the best critical essays on any topic in the field of literature. Awarded to Eva Baron '22, Kadiata Diallo '21 (honorable mention), and Nicole Liu '21.*

*The Jesse H. Holmes Prize in Religion was donated by Eleanor S. Clarke, Class of 1918, 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(s) who submits the best essay on any topic in the field of religion. Awarded to Charles Cole '21 and Jamail Khan '21.*

*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. Not awarded in 2019-20 due to COVID-19.*

*The Chuck James Literary Prize is awarded to the graduating senior who has made the greatest contribution to the literary life of the black community.*

*The Michael H. Keene Award, endowed by the family and friends of this member of the Class of 1985, is awarded by the dean to a worthy student to honor the memory of Michael's personal courage and high ideals. It carries a cash stipend. Awarded in confidence to a worthy member of the graduating class.*

*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. Not awarded in 2019-20 due to COVID-19.*

*The Lang Award was established by Eugene M. Lang '38. It is given by the faculty to a graduating senior in recognition of outstanding academic accomplishment. Awarded to Kelly Alissa Finke '21 and Matthew Joseph Salah '21.*

*The Leo M. Leva Memorial Prize was established by his family and friends and is awarded by the Biology Department to a graduating senior in biology whose work in the field shows unusual promise. Awarded in May 2021 to Andi Cheng '21, Noah Cheng '21, Veronica Chua '21, Lia D'Alessandro '21, Vitor Dos Anjos '21, Kelly Finke '21, Dana Homer '21, Twan Sia '21, and Tiara Tillis '21.*

*The Tri-Co Linguistics Department Outstanding Thesis Awards were established in 1989 by contributions from alumni interested in linguistics. Awards are presented annually to the students who, in the opinion of the program in linguistics, submit the best senior thesis. Awarded in May 2021 to Mary Emma Hignite '21 (Bryn Mawr College), Momoka Keicho '21 (Swarthmore College), and Megan Tedford '21 (Haverford College).*

*The McCabe Engineering Award, founded by Thomas B. McCabe, Class of 1915, is presented each year to the outstanding engineering student in the senior class. A committee of the Engineering Department faculty chooses the recipient. Awarded to Zane Meyer '21.*

*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 first-year students who have demonstrated outstanding promise and enthusiasm. Awarded to Adithi Attada '24, Zoe Markman '24, Lydia Masis '24 and Emilie Rivkin '24.*

*The Kathryn L. Morgan Award was established in 1991 in honor of late Professor of History, Kathryn L. Morgan. The award recognizes the contributions of members of the African American community at the College to the intellectual and social well-being of African American students. The Morgan fund also supports acquisitions for the Black Cultural Center Library. The fund is administered by the Dean's Office and the Black Cultural Center in consultation with alumni. Awarded to Donny Thomas.*

*The Lois Morrell Poetry Award, given by her parents in memory of Lois Morrell '46, goes to the student who has submitted the best original poem in the annual competition for this award. The fund also supports campus readings by visiting poets. Awarded to Anoushka Narendra '24.*

*The Morrell-Potter Summer Stipend in Creative Writing, intended to enable a summer's writing project, is awarded by the English Literature Department to a poet or fiction writer of exceptional promise in the spring of the junior year. Awarded to Carolyn Cheng '22 and Rachel Lapidis '22.*

*The Music 48 Special Awards (Freeman Scholars). Endowed by Boyd T. Barnard, Class of 1917, and Ruth Cross Barnard, Class of 1919, and named for James D. Freeman, professor emeritus of music, grants are given by the music faculty to students who show unusual promise as instrumentalists or vocalists. Awarded to Matthew Anderson '21; Shelby Billups '20; Omar Camps-Kamrin '20; Eleanor Naiman '20; Sumi Onoe '21; Herbie Rand '21; Shira Samuels-Shragg '20; .*

*The A. Edward Newton Library Prize, endowed by A. Edward Newton, to make permanent the Library Prize first established by W.W. Thayer, is awarded annually by the Committee of Award to the undergraduate who shows the best and most intelligently chosen collection of books upon any subject. Particular emphasis is laid not merely upon the size of the collection but also on the skill with which the books are selected and upon the owner's knowledge of their subject matter. Awarded to Grant Brown '21, Keton Kakkar '20, and Therese Ton '19.*

*The Oak and Ivy Award is given by the faculty to students in the graduating class who are outstanding in scholarship, contributions to community, and leadership. Awarded to Sierra Rebecca Mondragón '21, Yifan Ping '21, and Shayena Shah '21.*

*The Pan American Award is administered by Latin American and Latino Studies. Not awarded this year.*

*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. Not awarded in 2019-20 due to COVID-19.*

*The Drew Pearson Prize is awarded by the dean on the recommendation of the editors of The Phoenix, The Daily Gazette and Voices, and the senior producers of War News Radio at the end of each staff term to a member of those respective organizations for excellence in journalism. The prize was established by the directors of The Drew Pearson Foundation in memory of Drew Pearson, Class of 1919. It carries cash stipends.*

*The John W. Perdue Memorial Prize, established in 1969 in memory of an engineering student of the Class of 1969, is awarded by the Engineering Department to the outstanding student entering the junior class with a major in engineering. Awarded to Amra Mendoza '23.*

*The William Plumer Potter Public Speaking Fund and Prize in Fiction was established in 1927. It provides funds for the collection of recorded literature and sponsors awards for the best student short stories. The fund is also a major source of funds for campus appearances by poets and writers. Awarded to Omene Addeh '21, Amal Haddad '22, and Hannah Watkins '21.*

*The Snyder-Potter Summer Stipend in Literary Criticism supports students in summer learning experiences related to their course-work in the English major. These experiences may involve independent research projects or work with faculty on research of mutual interest. Not awarded in 2020-21.*

*The Ernie Prudente Sportsmanship Award is given in honor of Ernie Prudente, a coach and professor at Swarthmore College for 27 years, to the male and female athletes that, through their participation, have demonstrated the characteristic exemplified by Ernie: sportsmanship, love of the sport, and respect for their teammates. Not awarded in 2019-20 due to COVID-19.*

*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. Not awarded in 2019-20 due to COVID-19.*

*The Jeanette Streit Rohatyn '46 Fund is used to grant the "Baudelaire Award" to a Swarthmore student(s) considering a major or a minor in French, and use the award, which is granted on the recommendation of the program director, to travel in metropolitan France. Awarded to Samuel H. Leonard '20 and Christian L. Precise '21.*



*The Gil Rose Prize, endowed by John Marincola '76 in honor of Gilbert P. Rose, Susan Lippincott Professor Emeritus of Modern and Classical Languages, is awarded to a senior student of Latin and/or Greek, who, in the judgment of the department faculty, displays deep knowledge of the ancient language(s) and whose written work is both rigorous and imaginative. Awarded to Rebecca Posner-Hess '21.*

*The Royal Society of Chemistry Certificate of Excellence is awarded to the student majoring in Chemistry or Biochemistry whom the Department of Chemistry and Biochemistry judges to have the strongest performance in biochemistry. Awarded to Linda Yingqi Lin '20.*

*Judith Polgar Ruchkin Prize Essay is an award for a paper on politics or public policy written during the junior or senior year. The paper may be for a course, a seminar, or an independent project, including a thesis. The paper is nominated by a faculty member and judged by a committee of the Political Science Department to be of outstanding merit based on originality, power of analysis and written exposition, and depth of understanding of goals as well as technique. Awarded to Will Bein '21.*

*The Robert Savage Image Award recognizes outstanding biological images taken by Swarthmore biology students. The award is supported by the Robert Savage Fund which was established by students and colleagues to honor Professor Robert E. Savage, the first professor of Cell Biology at Swarthmore College. Awarded to Jiaxian Xu '22, Colin Perkins-Taylor '20, Ryan Stanton '20 and Calvin Chan '20.*

*The Frank Solomon Jr. Student Art Purchase Fund permits the Art and Art History Department to purchase outstanding student art from the senior major exhibitions. Awarded to Yixuan "Maisie" Luo '19 and Anna Marfleet '19.*

*The Hally Jo Stein Award, endowed in her memory by her brother Craig Edward Stein '78, is given to an outstanding student who the dance faculty believes best exemplifies Hally Jo's dedication to the ideals of dance. It carries a cash stipend. Awarded to Louisa Carman '21 and Lia D'Alessandro '21.*

*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. Awarded to Elizabeth Erler '20, Susan Gonzalez '19, and Sarah Solomon '19.*

*The Peter Gram Swing Prize is awarded by the music faculty to an outstanding student whose plans for graduate study in music indicate special promise and need. The endowment for the prize was established in the name of Ruth Cross Barnard, Class of 1919. Awarded to Shira Samuels-Shragg '20.*

*The Melvin B. Troy Prize in Music and Dance was established by the family and friends of Melvin B. Troy '48. Each year, it is given by the Music and Dance Department to a student with the best, most insightful paper in music or dance or composition or choreography. This award carries a cash stipend. Awarded to Meena Chen '21 and Zoe Jannuzi '22 (Dance); Omar Camps-Kamrin '20 and Clay Conley '20 (Music).*

*The Albert Vollmecke Engineering Service Award was established in 1990 in memory of Albert Vollmecke, father of Therese Vollmecke '77. The Vollmecke Prize is awarded for service to the student engineering community. The Engineering Department administers the fund. Awarded to Emma Gianna Ricci-De Lucca '21.*

*The Eugene Weber Memorial Fund was established in honor of the late Eugene Weber, professor of German. The Weber Fund supports study abroad by students of German language and literature. Awarded to Shantal Garcia '20.*

*The Jerome H. Wood Memorial Excellence and Leadership Award was created in 1997 in honor of the late Professor Jerry Wood and is awarded annually. Awarded to Chinyere Odim '17.*

## **17.5 Faculty Award**

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

## **17.6 Fellowships**

*The Abbott Family Summer Opportunity Fund was established in 2016 by Janet G. Abbott '66 in honor of her 50th reunion. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting the study of a currently spoken foreign language during the summer months. Awarded to Adam Boxer '22, Benjamin Winckler-Olick '23, and Robert Zigmund '22.*

*The Stanley Adamson Summer Internship for Research in Chemistry is endowed in memory of Stanley D. Adamson '65 by his parents, June and George Adamson. It provides funding for the summer research of a well-rounded rising student who, in the opinion of the Chemistry and Biochemistry Department, gives great promise of excellence and dedication in the field. Not awarded this year.*

*The Altman Summer Grant was created by Shingmei Poon Altman '76 in memory of her husband, Jonathan Leigh Altman '74. It is awarded by the Art Department to a junior who has strong interest and potential in art. It provides support for purposeful work during the summer between junior and senior year. Awarded to Inna Kimbrough '21, Yanyi Liu '22, Eva Low '22, and Tristan Walker-Andrews '22.*

*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. Not awarded this year.*

*The Lotte Lazarsfeld Bailyn '51 Research Endowment established by Bernard Bailyn in 2005, in honor of his wife, the T. Wilson Professor of Management, emerita, at MIT. The fund supports a student summer research fellowship for a rising junior or senior woman majoring in mathematics, science, or engineering who intends to go into graduate studies in one or more of these fields. Awarded to Eva Karolczak '22 and Celia Parts '22.*

*The David Baltimore/Broad Foundation Endowment was established in 2007 by a grant from the Broad Foundation at the request of David Baltimore '60. This fellowship is awarded to a student doing summer research in the natural sciences or engineering with a preference given to a student engaging in mentored off-campus laboratory research and with letters of support from an on-campus faculty mentor. Awarded to Yi Fei Cheng '22, Bailey Jones '22, Daria Syskine '22, Zhichun Zhang '22, Sara Asgari '23, Elena Lee '23, and Deven Ayambem '24.*

*The Monroe C. Beardsley Research Fellowship and Internship Fund was established in 2004 to support students in the humanities by providing grants to encourage and facilitate research, original scholarship, and professional development in the areas of art, classics (literature), English literature, modern languages and literature, music and dance, philosophy, religion, and theater. Named after renowned contemporary philosopher Monroe C. Beardsley, a professor of philosophy at Swarthmore for more than 20 years, the fund is administered by the Division of the Humanities and the Provost's Office. Awarded to Mrinali Taskar '22, Nya Kuziwa '22, Jamelah Lahoud '23, Anna Larson '23, Jacob Rothman '23, Harrison Saunders '24, and Jinny Yoon '24.*

*The Believe Endowed Social Action Award was established in 2006 to enable students to spend the summer in a developing country working on a global social action project. The Mission of the Believe Award is "To support inspired global citizens who believe in the reality of a better world, and who believe that the key to peace and progress in the world is to develop personal connections in other cultures through social action and direct community engagement." The Believe award is administered through the Lang Center for Social Responsibility. Awarded to Juliette Narame '21.*

*The Leo and Dorothy Braudy Fund was established in 2019 by Leo '63 H'16 and Dorothy Braudy. The fund supports students who are the first generation in their family to attend college or are independent students to travel abroad for the first time or do research at a scholarly archive. The recipient(s) will be chosen by the Provost's Office. Not awarded this year.*

*The William Carter '47 Religious Harmony Fund was established in 2011. The fund's purpose is to encourage and promote understanding, harmony and respect among the various religions of the world. Awarded to Alicia Liu '24.*

*The Cilento Family Community Service Internship was established in 2002 by Alexander Cilento '71 to support Swarthmore College students who carry out community service projects that benefit low-income families in the area. The Swarthmore Foundation administers the fund. Not awarded this year.*

*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. Awarded to Alexander Lehner '22, Amra Mendoza '23, and Ann Sinclair '23.*

*The Class of 1961 Fund for the Arts and Social Change was established by the Class of 1961 in honor of its 50th Reunion. This fund provides a Summer Social Action Award to one or more students each summer with a preference for projects in which the arts and social change are joined. This reflects the distinctive interests of the Class of 1961 in the art, theater, music and dance of their time and their commitment to making a difference in the world. The recipient(s) will be chosen by the Lang Center for Civic and Social Responsibility. Summer Social Action Awards are granted to students on a competitive basis so that they may spend a summer engaging meaningfully with non-profit organizations, grass-roots advocacy groups, or public service agencies. Awarded to Amalia Gelpi '20, Max Gruber '20, and Zaina Dana '21.*

*The Class of 1962 Student Summer Fellowship was established in 2012 by contributions from class members, on the occasion of their 50th Reunion celebration. The fund is intended to provide enriching learning experiences for students by supporting work, study or research during the summer. Awarded to Dohyun Lee '22, Yerin Chang '23, and Patrick Li '23.*

*The Class of 1968 President's Sustainability Research Fellowship was established in 2018 by members of the Class of 1968 in recognition of their 50th reunion. The fund is intended to provide support for at least one President's Sustainability Research Fellowship annually. The recipient(s) are chosen by a committee consisting of representatives from the President's Office, the Office of Sustainability, the Lang Center for Civic and Social Responsibility, and the Environmental Studies Program.*

*The Susan P. Cobbs Prize Fellowship is awarded to one or more students to assist them in the study of Latin or Greek or with travel for educational purposes in Italy or Greece. It was made possible by gifts from alumni, managers, faculty members, and friends made in memory of Susan P. Cobbs, who was dean and professor of classics until 1969. Awarded to Jewoo Chang '22 and Cynthia Ruimin Shi '22.*

*The Hilde Cohn Student Fellowship Endowment was established in 2007 by Walter H. Clark, Jr. '54 to honor a former faculty member who conveyed to her students her love of the German language and literature. The fund shall be used to support students participating in academic study, internships, and research fellowships in German-speaking countries or in immersive German language programs. It will be administered by the German section of the Modern Languages and Literatures Department. Awarded to Pauline McMurry '20, Tobias Philip '20, Grayson Mick '21, Lanson Tang '19, and Cyndi Lai '21.*

*The Joel Dean Fellowships were established in 1982 and are supported by gifts from the Joel Dean Foundation. These fellowships are awarded for summer research in the social sciences. Awarded to Ethan Bergmann '22, Egor Cherniuk '22, Colin Donahue '22, Yiyang Jiang '22, Gidon Kaminer '22, Martin Rakowszczyk '22, Emma Klein '23, Jonathan Lehr '23, Samantha Gutierrez '24, and Dana Nigrin '24.*

*The Deborah A. DeMott '70 Student Research and Internship Fund was established by Deborah A. DeMott '70 in 2004. The fund is awarded to students following their second or third years on the recommendation of the Provost's Office in conjunction with an advisory panel of faculty. The recommendation is based on the caliber and potential of the student project proposals. Awarded to Sarah Daniels '22 and Rebecca Putnam '24.*

*The Denison Fund for Summer Scholars was established anonymously in 2019. This fund supports one scholar annually, to be named the Denison scholar, taking part in the Swarthmore Summer Scholars Program (S<sup>2</sup>P). This fund, which supports the Swarthmore Summer Scholarship Program Budget, is administered by the Provost's Office.*

*The Economic Justice Internship Endowment was established in 2017 by Taras Kihiczak '86 and Kristen Boling, who have a deep interest in addressing issues related to income inequality, and is intended to provide enriching summer research fellowships and/or internships for Swarthmore students in the Social Sciences Division. Preference shall be given to students conducting projects which are related to political or economic inequality. Recipients will be awarded by the academic division and administered by the Provost's Office. Awarded to Han Chen '22, Bess Markel '22, and Daniel Pantini '22.*

*The Robert W. Edgar Endowed Fund for Internships was created in 2013 by contributions from Robin M. Shapiro. The fund, named for the late Bob Edgar, who represented the Seventh District, including Swarthmore, in the United States House of Representatives, is intended to provide enriching learning experiences for Swarthmore students by supporting work experience in any field during the summer months, with preference given to those whose internship opportunities stem from previously held externships. Two fellowships will be administered by the Career Services Office each summer.*

*The Robert Enders Field Biology Award was established by his friends and former students to honor Dr. Robert K. Enders, a member of the College faculty from 1932 to 1970. It is awarded to support the essential costs of both naturalistic and experimental biological studies in a natural environment. The Biology Department gives the field research award annually to Swarthmore students showing great promise in biological field research. Awarded to Mia Kwan '22, Zoha Ashraf '24, Anastasia Erley '24, and Natalie Fraser '24.*

*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. Not awarded this year.*

*The Haskin Fernald Student Summer Fellowship was established in 2007 by Guy Haskin Fernald '94 and Lia Haskin Fernald '94 and is intended to broaden and enrich the experience of a student by supporting a work or study experience dealing with public health issues of global significance, within a public or non-profit setting, in a lower or middle-income country. A student who has identified an opportunity to do research or volunteer work abroad can submit a proposal for support for travel and/or living expenses. Not awarded this year.*

*The David E. Fisher '79-Arthur S. Gabinet '79 Summer Internship for Biological Sciences and Public Service was established by Andrew H. Schwartz '79 and his wife, Dagmar Schwartz, to honor Andy's friends and classmates, David E. Fisher '79 and Arthur S. Gabinet '79, and supports students working in life sciences or public service who exemplify Fisher's and Gabinet's values, pursuing studies out of love of learning and devotion to the improvement of the human condition. Awarded to Bereketab Abeje '23.*

*The Dorothy Ditter Gondos Summer Research Fellowship in Comparative Literature is chosen by the Program in Comparative Literature to support a fellowship for summer research in Comparative Literature. The fellowship may be used for research undertaken in the US or abroad, and preference will be given to juniors who will be preparing to write a comparative literature thesis in their senior year. Awarded to Sagan Costello '22 and Veronica Yabloko '22.*

*The Carl Grossman Summer Opportunity Fund was established in 2018 by Eunice Cheung '93. This fund honors Carl H. Grossman, who taught in the physics department from 1990 to 2015 and served as a trusted mentor to many of his students. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research in physics during the summer months. The recipient(s) will be chosen by the Provost's Office. Awarded to Matthew Cerep '22, Gwendolyn Rak '22, Elizabeth Brown '23, and Shouzhao Yang '23.*

*The Hannay Chemistry Fund was established by a gift from the General Signal Corp. in honor of N. Bruce Hannay '42. The fund will provide support for a student's summer research in chemistry. Bruce Hannay was a research chemist with Bell Laboratories and received an honorary doctor of science degree from Swarthmore in 1979. Awarded to Charlotte Pohl '22, Omar Saleh '22, Sophie Engels '23, Chayanne Petit '23, Rory Schmidt '23, and Sara Yun '23.*

*The Judith Rich Harris Research Award will provide mentored summer research experience to students working on senior thesis projects or planning to pursue graduate studies in psychology, neuroscience, or related fields, including but not limited to summer research opportunities, conference travel, and the like, at Swarthmore College in accordance with College policies and procedures. Awarded to Chloe Savage '22.*

*The Hay-Urban Prize in Religion is named in honor of Stephen N. Hay '51 and P. Linwood Urban, professor emeritus of religion. Thanks to a generous gift from Stephen Hay '51, and funds given in honor of Professor Urban's distinguished service as a Religion Department faculty member, the Hay-Urban Prize assists in supporting one student internship, summer study, or research in the area of religion studies. Awarded to Ibrahem Hassouna '23.*

*The Samuel L. Hayes III Award. Established in 1991 through the generosity of members of Swarthmore Alumni in Finance, the Hayes Award honors the contributions made by Samuel L. Hayes III '57, former member of the Board of Managers and the Jacob Schiff Professor of Business at the Harvard Business School. The Economics Department administers the award, which provides support for student summer research in economics. Awarded to Qianyi Cao '22, Jacqueline Acunto '23, Jay Leeds '23, and Sijia Wei '23.*

*The Hopkins International Public Policy Internship Endowment was established in 2005 to support students interested in policy issues of global significance, working within a public or non-profit organization. Such issues may be addressed within the U.S. or abroad, with a strong preference for experience internships overseas. The internship is available for two to six months--anytime of the year, including summers. It shall be administered by the Provost's Office. Awarded to Guy Berreby '23 and Henry Lei '23.*

*The William L. Haganir Summer Research Endowment is awarded each spring by the chairs of the Social Science Division based on the academic interests of a student or students who wish to pursue summer research on global population issues. Awarded to Nicole Daly '23, and Cynthia Shi '23.*

*The Richard M. Hurd '48 Engineering Research Endowment was created in 2000 in memory of distinguished alumnus and former member of the Board of Managers Richard M. Hurd '48. The fund supports students interested in pursuing engineering research during the summer. Awarded to Julio Del Cid '23 and Eleanor Van Rheenens '24.*

*The Connie Hungerford and Hans Oberdiek Student Summer Fellowship was established in 2017 through the generosity of Jeffrey '75 and Marge Pearlman '48 Scheuer and Adrienne Asch '69 (posthumously) in honor of Connie's and Hans's innumerable contributions to the humanities at Swarthmore. This fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research in the humanities during the summer months. The Fellowship is administered by the Provost's Office, and awards are made in consultation with faculty. Awarded to Susannah Broun '22 and Hannah Sobel '22.*

*The Interdisciplinary Biology Fellowship, established in 2014, is intended to provide enriching learning experiences for Swarthmore students by supporting on- or off-campus summer research in Biology, with a primary focus on supporting students performing interdisciplinary work that integrates subjects or research methods from biology with those of other natural sciences, social sciences, or humanities. The fund will also make grants available for expenses related to off-campus travel associated with the student's research project. The recipient(s) will be chosen by the Biology Department and the Provost's Office. Awarded to Johanna Schubert '23.*

*The Islamic Studies Summer Fellowship was established in 2015 by Inger Larsen '88 and is intended to provide enriching summer research fellowships and/or internships for Swarthmore students in the area of Islamic Studies. These fellowships are administered by the Provost's Office in consultation with the Islamic Studies Program Coordinator. Not awarded this year.*

*The Janney Fellowship, established through the bequest of Anna Janney DeArmond '32, is named in honor of the donor's grandmother, Anna Canby Smyth Janney, the donor's mother, Emily Janney DeArmond (1904), and the donor's aunt, Mary Janney Coxe (1906). It is awarded each year to a woman graduate of the College, preferably a member of the Religious Society of Friends, to assist graduate study in the humanities in this country or elsewhere. This renewable fellowship is awarded annually by the faculty to seniors or graduates of the College for the pursuit of advanced work on the basis of scholarship, character and need. Applications must be submitted by April 20. Awarded to Anita Castillo-Halvorsen '15, Camila Ryder '13 and Lucille Whitacre '14.*

*The Japanese Summer Language Fellowship provides opportunities for students to study at intensive summer language programs recommended by the Japanese Studies Department. Awarded to Clio Hamilton '22.*

*The Giles K. '72 and Barbara Guss Kemp Student Fellowship Endowment was established by Giles and Barbara Kemp in 2005 to support student internships and research projects with a preference for students whose fellowship experience will be abroad. Awarded to Evan McNall '22, Camille Brix '23, and Bhaavana Oruganty '23.*

*The Kaori Kitao Humanities Research Fellowship. Kaori Kitao, Professor Emerita in Art History, established this research fellowship in 2013 in celebration of her 80th birthday. The fund supports students in the humanities by providing grants to encourage and facilitate historical research, original scholarship, and professional development, with a preference for Italian Studies, Japanese Studies, and Performing Arts. The fund is administered by the Division of the Humanities and the Provost's Office. Not awarded this year.*

*Howard G. Kurtz, Jr. and Harriet B. Kurtz Memorial Fund was established to honor their lifelong dedication to ensuring a world at peace through the systematic prevention of war including the use of outer space technologies to assist in the design and implementation of war prevention systems. Not awarded this year.*

*The Olga Lamkert Memorial Fund is income from a fund established in 1979 by students of Olga Lamkert, professor of Russian at Swarthmore College from 1949 to 1956. It is available to students with demonstrated financial need who wish to attend a Russian summer school program in this country or summer or semester programs in Russia. Awards based on merit and financial need will be made on the recommendation of the Russian section of the Modern Languages and Literatures Department.*

*The Olga Lamkert Endowed Student Opportunity Fund was established in 2017 by Jane Moody Picker '57 and Sidney Picker Jr. in memory of Olga Lamkert. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, travel, research and/or internships in the study of Russia, including, but not limited to, language, literature, history, politics, or culture of Russia. The recipient(s) will be chosen by the Provost's office, in consultation with the faculty of the Russian program. Awarded to Matthew Koucky '22 and Ash Shukla '22.*

*The Landis Community Service Fund was established in 1991 by James Hormel and other friends of Kendall Landis '48 in support of his 18 years of service to the College. The fund provides grants for students (including graduating seniors) to conduct service and social change projects in the city of Chester. Not awarded this year.*

*The Lande Research Fund was established in 1992 through a gift by S. Theodore Lande to provide support for student research in field biology both on and off campus. Grants are awarded at the direction of the provost and the chair of the Biology Department. Awarded to Amy-Ann Edziah '22, Moey Rojas '22, and Chelsea Semper '22.*

*The Eugene M. Lang Summer Initiative Awards are made each spring to several students who are selected by the provost in consultation with the appropriate division heads to support faculty-student research, independent student research, and student social service activity specifically related to research objectives and tied to the curriculum, under the supervision of faculty members. Awarded to Abigail Irene Bautista '22, Kali Blain '22, WonJoon Choi '22, Jino Chough '22, Maxwell Gong '22, Grace Griego '22, Laura Hirai '22, Eva Logan '22, Aidan McKay '22, Simon Moore '22, Vir Shetty '22, Horace Shew '22, Max Sundgren '22, Satyaa Suresh '22, Helen Tumolo '22, Jacob Weitzner '22, Aleah Wilson '22, Yifan Yan '22, Rubing Zhang '22, Cassel '23, Gabrielle Cosey '23, Molly Erdman '23, Sherry Huang '23, Daniela Kim '23, Moe Htet Kyaw '23, Devyani Mahajan '23, Adria Retter '23, Satchel Tsai '23, and Jackie Le '24.*

*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. Awarded to Dorothy-Rui Corrigan '23.*

*The Hannah A. Leedom Fellowship was founded by the bequest of Hannah A. Leedom. This award is granted on recommendation of the Committee on Fellowships and Prizes for a proposed program of advanced study that has the approval of the faculty. Applications must be submitted by April 20. Awarded to Leanna Browne '15, Julia Melin '13, Zachary Postone '11, Alan Smith '05 and Harrison Tasoff '14.*

*The Lenfest Student Fellowship Endowment was established in 2008 by Gerry and Marguerite Lenfest. The fund shall be used to support student participation in research fellowships, internships, and other summer opportunities, and selection will be made by the Provost's Office and the Lang Center for Civic and Social Responsibility. Awarded to Marion Carr '22, Shane Jung '22, and Joshua Vandervelde '23.*

*The Joshua Lippincott Fellowship was founded by Howard W. Lippincott, of the Class of 1875, in memory of his father. This award is granted on recommendation of the Committee on Fellowships and Prizes for a proposed program of advanced study that has the approval of the faculty. Awarded to Efiua Kumea Asibon '16, Matthew Armstead '08, Griffin Dowdy '13, Aaron Austin Jackson '16, Katia Lom '06, Laura Michelle Thompson-Martin '16, Nicole Lakesha Walker '16.*

*The John Lockwood Memorial Fellowship, founded by the bequest of Lydia A. Lockwood, New York, in memory of her brother, John Lockwood. In honor of the wishes of the donor the fellowship will be granted preferentially to members of the Society of Friends, but is open to all candidates.*

*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. Not awarded this year.*

*The Carol Finneburgh Lorber Fellowship in Environmental Studies was established in 2017 by the Swarthmore College Board of Managers in memory of Carol Finneburgh Lorber '63, who held a passionate interest in the environment and supported numerous environmental organizations. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research in Environmental Studies during the summer months. The recipient(s) will be chosen by the Provost's Office in consultation with the department of Environmental Studies. Awarded to Eva Krueger '24.*

*The Julia and Frank L. Lyman '43 Student Summer Research Stipend was created in February 2000. It is awarded each spring by the provost upon receiving recommendations from members of the faculty involved with peace and conflict studies. Awarded to Sokeyra Francisco '22 and Posel '22.*

*The Penelope Mason '57 Memorial Fund was established to support student and faculty projects in Asian Studies. Students may apply for support for summer research projects in Asian Studies, as well as intensive summer language study in Asian languages contributing to the student's continuing course of studies, including but not limited to Asian Studies majors. Awarded to Jinwook Lee '22.*

*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. Awarded to Michael Giannangeli '12, Gary Herzberg '10 and Ann Murray '11.*

*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. Awarded to Musa Salaam '22 and Cecilia Williamson '22.*

*The Norman Meinkoth Premedical Research Fund was established in 2004 by Marc E. Weksler '58 and Babette B. Weksler '58 to honor Norman A. Meinkoth's long service as a premedical adviser to students at Swarthmore College, where he was professor of biology for 31 years and chairman of the department for 10 years. The funds are awarded on the basis of scientific merit to a rising junior or senior premedical student to allow the pursuit of laboratory research in the sciences on or off campus. The Provost's Office administers the fund. Awarded to Arina Kazakova '22 and Alexis Metoyer '23.*

*Mellon Mays Undergraduate Fellowship Program. The Andrew W. Mellon Foundation has provided a grant to establish an undergraduate fellowship program intended to increase the number of minority students, and others, who choose to enroll in doctoral programs and pursue academic careers. The foundation's grant provides term and summer stipends for students to work with faculty mentors as well as a loan-forgiveness component to reduce undergraduate indebtedness for those fellows who pursue graduate study. The fellowships are limited to the humanities, a few of the social sciences, and selected physical sciences. A faculty selection committee invites nominations of sophomores in February and awards the fellowships in consultation with the dean and provost. Awarded to Eduardo Burgos '22, John "Major" Eason '23, Atinuke Lardner '22, Destiny Samuel '22, and Megan Wu '23.*

*The James H. '58 and Margaret C. Miller Internship for Environmental Preservation enables a Swarthmore student to engage in meaningful work directed toward the preservation of the environment, including such activities as environmental education, environmental justice, habitat preservation and restoration, issues dealing with environmentally sustainable technologies and economies, and relevant public policy. This may take the form of an internship with an organization which is committed to a sustainable future. The Nature Conservancy, American Farmland Trust, and Natural Resources Defense Council are current examples of organizations engaging in such work. The Award is intended to encourage a student to explore a career in public policy relating to preserving the environment for future generations. The Lang Center for Civic and Social Responsibility selects the internship recipient. Awarded to William Marchese '20.*

*The Margaret W. and John M. Moore Endowment was created in September 1999 through the maturity of a life income gift contract. Income from this endowment helps to provide research stipends for the academic year or summer months for selected scholars using the resources of Friends Historical Library and/or the Peace Collection at Swarthmore College. Fellowship awarded to Bellara Huang '21.*

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

be submitted by April 20. Awarded to Ruby Bhattacharya '11, Melanie Braithwaite-Jalloh '07, Christine Jane Emery '16, Anne Fredrickson '07, Paola Monseratt Mero '14, Lauren Mirzakhali '15, Natalia Munoz-Cote '12, Sabrina Singh '15 and Aikaterini Stampoulglou '14.

*The John W. Nason Community Service Fellowship. The John W. Nason Community Service Fellowship celebrates the contributions of Swarthmore's eighth president by supporting students pursuing off-campus community service related to their academic program. The Nason Fellowship was initiated by members of the Class of 1945 in anticipation of their 50th reunion. The Nason Fellowship is administered by the Swarthmore Foundation. Awarded to Jasmine Moore '20, Melissa La Noire '20, Brandon Shi '20, Destiny Samuel '22, Kadiata Diallo '21, Kaitelyn Pasillas '20, Kiara Rosario '22, Lucas Barton '21, Pempho Moyo '21, Sarah Wheaton '21, and Sydnie Schwartz '20.*

*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. Awarded to Pablo Salvatierra '22.*

*The Arthur S. Obermayer '52 Summer Internship was established in 2005 and is intended to broaden and enrich the experience of a Swarthmore student. The grant shall be awarded with preference to a domestic student who is studying in a major that may not inherently offer an international opportunity. Not awarded this year.*

*The Martin Ostwald Fund in Classics, established in 2012 by John Marincola '76 and other friends and colleagues to memorialize the distinguished career of Martin Ostwald and his 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 Martin Ostwald 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; or study in Greece or Italy in Classics by a graduate of the department.*

*The Robert F. Pasternack Research Fellowship was established in 2005 by a gift from the estate of Thomas Koch, deceased husband of Jo W. Koch and father of Michael B. Koch '89. The fellowship honors a beloved member of Swarthmore's Chemistry Department and supports student summer research in chemistry. The fellowship shall be administered by the Provost's Office. Awarded to Joseph Scott '22.*

*The J. Roland Pennock Undergraduate Fellowship in Public Affairs. The fellowship, endowed by friends of Professor J. Roland Pennock at his retirement in 1976 and in recognition of his many years of distinguished teaching of political science at Swarthmore, provides a grant to support a substantial research project (which could include inquiry through responsible participation) in public affairs. The fellowship, for Swarthmore undergraduates, would normally be held off campus during the summer. Preference is given to applicants from the junior class. Awarded to Daniela Gomez '22, Yousef Khan '22, and Lauritz Christensen '24.*

*The Penrose International Service Fund provides a stipend to support participation in a project to improve the quality of life of a community outside North America. The project should involve direct interaction with the affected community and be of immediate benefit to them rather than action in support of social change at a regional or national level. The stipend will be available to a Swarthmore student from any class for a project in any country other than that of his or her own citizenship. The Lang Center for Civic and Social Responsibility administers the Penrose International Service Fund. Awarded to Tom Jensen '20 and William Han '21.*

*The Petrucci Family Foundation Summer Research Grant in Black Studies is awarded to allow students to pursue research, praxis, and creative development in the arts, humanities, and social and natural sciences and the students must center their experiences of black populations in Africa and/or the Diaspora. Not awarded this year.*

*Phi Beta Kappa Fellowship. The Swarthmore Chapter of Phi Beta Kappa (Epsilon of Pennsylvania) awards a fellowship for graduate study to a senior who has been elected to Phi Beta Kappa and has been admitted to a program of advanced study in some branch of the liberal arts. Awarded to Sophia Libkind '14.*

*The Simon Preisler Memorial Endowment was established in 2006 by Richard A. Barasch '75 and Renee Preisler Barasch to honor the memory of Simon Preisler. Mr. Preisler, Renee's father, was an Auschwitz survivor, and with this endowment the Baraschs's wish to create a permanent memorial of the human devastation that occurred during the Holocaust and the lack of adequate global response to the tragedy. The fund supports Ruach at Swarthmore as well as student summer internships and research fellowships in human rights, conflict resolution, and the promotion of peace and understanding. Preference will be given to students pursuing internships and research fellowships related to genocide and other large-scale violent conflicts, projects involving peaceful prevention or intervention, non-violent resistance, or local peacemaking, reconciliation, and healing initiatives. Awarded to Edward Tranter '22, Clare D'Amato '23, and Meyer-Lee '23.*

*The Project Japan Fund is used to support one student during the summer months to conduct research in Japan on contemporary issues. Not awarded this year*

*The Ruth A. Rand '56 Summer Research Fellowship was established in 2014 by William K. Wible, together with members of his family and friends, in memory of his wife. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work,*

study, or research in the sciences during the summer months. The recipient(s) will be chosen by the Provost's Office. Awarded to Gabrielle Ma '23.

The Robert Reynolds and Lucinda Lewis '70 Endowed Fund for Summer Research was established in 2013. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research in the biological sciences during the summer months. The fund will be administered by the Provost's Office and awards are made in consultation with faculty in the Biology and Chemistry departments. Awarded to Emily Hapgood '22, Dulce Ventura '22, Krystle Boadi '23, Thembalami Dube '24, and Vivian Guo '24.

The Robbins/Chang Summer Fellowship for Projects combining Big Data and Social Change/Liberal Arts in coordination with the Lang Center. The Internship was established in 2017 by David Robbins '83 and Joyce Chang. The fund shall be used to support student participation in fellowships, internships, and other summer opportunities that support our students' use of big data while working for social change or in connection with the Liberal Arts. The selection will be made by the Lang Center for Civic and Social Responsibility, but is open to all students at Swarthmore.

The Sager Fund of Swarthmore College was established in 1988 by alumnus Richard Sager '73, a leader in San Diego's gay community. To combat homophobia and related discrimination, the fund sponsors events that focus on concerns of the lesbian, bisexual, and gay communities and promotes curricular innovation in the field of lesbian and gay studies. The fund also sponsors an annual three-day symposium. The fund is administered by a committee of women and men from the student body, alumni, staff, faculty, and administration. In 2004, Richard Sager created an "internship" to provide funding for students in internships with nonprofit organizations whose primary missions address gay/lesbian/bisexual/transgender issues. The Lang Center for Civic and Social Responsibility administers the internship. Awarded to Dylan Clairmont '21.

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

The James H. Scheuer Summer Internship in Environmental and Population Studies Endowment was established in 1990. The Scheuer Summer Internship supports student research in environmental and public policy issues. The coordinators of the environmental studies and public policy concentrations select interns in alternate years. Awarded to Bethany Bronkema '22, Lucy Fetterman '22, Vanessa Levy '22, and Christopher Folk '23.

The June Rothman Scott Biology Summer Research Fellowship was established in 2017 by June Rothman Scott '61. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting off-campus research in Molecular Biology during the summer months. The recipient(s) will be chosen by the Provost's Office in collaboration with the Biology Department. Student recipients are eligible to apply for an additional grant (of up to 15% of the current summer stipend value) to cover post-research travel, professional conference and/or meeting registration. Awarded to Elliot Kim '23.

The Robin M. Shapiro '78 Endowed Fund for Summer Research was established in 2013. The fund is intended to provide enriching learning experiences for Swarthmore students by supporting work, study, or research in any field during the summer months. Two fellowships will be administered by the Provost's Office each summer, and awards are made in consultation with the faculty. Awarded to Anna Kottakis '22, Maya Plotnick '22, Andy Zhang '22, Bryce Bussert '23, and Kaja Arusha '24.

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

The David G. Smith Internship in Health and Social Policy, endowed by alumni, faculty, friends, and former students of David G. Smith, is to support an internship in the social services, with priority for the field of health care, for a Swarthmore undergraduate during the summer or a semester on leave. Not awarded this year.

Solodar Family Science and Engineering Summer Research Fund was established in 2006. The fund supports a summer research fellowship for a Swarthmore student of science or engineering, with a preference toward the chemical sciences. Awarded to Rebecca Lin '22 and Caleb Richmond '22.

The Starfield Student Research Endowment was established by Barbara Starfield '54 and Phoebe Starfield Leboy '57 in 2004. The fund supports student summer research fellowships in social justice with a preference for students pursuing research in the areas of health services delivery/health policy and social, demographic, and geographic equity. Starfield and Leboy established the fellowships to honor their parents, Martin and Eva Starfield, educators who instilled a love of learning and social justice in their daughters. Awarded to Toan Cao '22, Keyan Shayegan '22, and Adithi Attada '24.

The Surdna Fellowships were established in 1979 by a gift from the Surdna Foundation and are awarded for summer research by Swarthmore students in collaboration with a faculty member in any department in the Natural Sciences and Engineering Division. Awarded to Jonah Covitz '22, Shady Lawendy '22, Nader Ahmed '23, William Ball '23, Rezhwan Kamal '23, Benjamin Pauley '23, Colby Stoddard '23, Gabriel Straus '23, Brandon Daniel-Morales '24, and Kevin Murillo '24.



*The Pat Tarble Summer Research Fund was established in 1986 through the generosity of Mrs. Newton E. Tarble. The Tarble Summer Fund supports undergraduate research. The Provost's Office administers the fund. Awarded to Simon Ji '22, Kevin Bayingana '23, Thomas Dilts '23, Rebecca Keating '23, Seth Keim '23, Aimen Khan '23, and Hellman Zhao '23.*

*The Martha E. Tyson Fellowship was founded by the Somerville Literary Society in 1913 and is sustained by the contributions of Swarthmore alumnae. It is awarded each year to a senior woman or alumna who plans to enter elementary or secondary-school work. The recipient of the award is to pursue a course of study in an institution approved by the committee. Applications must be submitted by April 20. Awarded to Samantha Stevens '15.*

*The Hans Wallach Research Fellowship, endowed in 1991 by colleagues and friends, honors the eminent psychologist Hans Wallach (1904-1998), who was a distinguished member of the Swarthmore faculty for more than 60 years. The fellowship supports one outstanding summer research project in psychology for a rising Swarthmore College senior or junior, with preference given to a project leading to a senior thesis. Awarded to Luke Bastiaansen '23.*

*The Ann Trimble Warren '38 and Sally A. Warren '65 Fund was established in 2017 by Sally Warren. The Fund is intended to provide enriching learning experiences for Swarthmore students by enabling them to further their pursuit of the Arts, including performing, work, study, or research during the summer months, with a preference given to production in the arts. The Fund supports summer experiences in Studio Arts, Music and Dance, Theater, and Art History, but not Film and Media Studies. The recipient(s) will be currently enrolled students selected by the Office of the Provost through an application process in consultation with the arts departments specified in this agreement. Awarded to Marie Inniss '23.*

## **17.7 Faculty Fellowships and Support**

*The Mary Albertson Faculty Fellowship was endowed by an anonymous gift from two of her former students, under a challenge grant issued by the National Endowment for the Humanities. It will provide an annual award of a semester's leave at full pay to support research and writing by members of the humanities faculty. Mary Albertson joined the Swarthmore faculty in 1927 and served as chair of the History Department from 1942 until her retirement in 1963. She died in May 1986.*

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

*The George Becker Faculty Fellowship was endowed by Ramon Posel '50 under a challenge from the National Endowment for the Humanities, in honor of this former member of the English Department and its chairman from 1953 to 1970. The fellowship will provide a semester of leave at full pay for a member of the humanities faculty to do research and write, in the fields of art history, classics, English literature, history, linguistics, modern languages, music, philosophy, or religion but with preference given to members of the Department of English Literature.*

*The Brand Blanshard Faculty Fellowship is an endowed faculty fellowship in the humanities established in the name of philosopher and former faculty member Brand Blanshard, who taught philosophy at Swarthmore from 1925 to 1944. The fellowship will provide a semester leave at full pay for a member of the humanities faculty to do research and to write. On recommendation of the Selection Committee, a small additional grant may be available for travel and project expenses. Any humanities faculty member eligible for leave may apply. Fellows will prepare a paper about the work of their leave year and present it publicly to the College and wider community. The Blanshard Fellowship is made possible by an anonymous donor who was Blanshard's student at Swarthmore, and a challenge grant from the National Endowment for the Humanities.*

*The Constance Hungerford Faculty Support Fund was established in 2007 by Eugene M. Lang '38 to recognize Constance Cain Hungerford for her dedicated service as provost and faculty leader and for her outstanding contributions to Swarthmore's educational program. Connie Hungerford, an art historian, joined the Art Department in 1974 and served as provost from 2001 to 2011. This fund allows the provost to make grants to individual faculty members to support their professional responsibilities and scholarly and creative careers. Awarded to Sean Emery '20.*

*The Robert L. Jones '75 and Catherine A. Rivlin '79 Faculty Research Fund, established in 2017, supports faculty research at Swarthmore College on an unrestricted basis. This fund is administered by the Provost's Office.*

*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.*

## 18 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 Rachel Hillborn, who served on the Board of Managers from 1887 to 1913.*

*The Franklin E. and Betty Barr Chair in Economics was established in 1989 as a memorial to Franklin E. Barr Jr. '48 by his wife, Betty Barr.*

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

*The Albert L. and Edna Pownall Buffington Professorship was established in 1964 by a bequest from Albert Buffington, Class of 1896 in honor of his wife, Edna Pownall Buffington, Class of 1898.*

*The Dorwin P. Cartwright Professorship in Social Theory and Social Action was created in 1993 by Barbara Weiss Cartwright '37, to honor her husband, Dorwin P. Cartwright '37. The professorship is awarded for a period of five years to a full professor who has contributed to and has the promise of continuing major contributions to the understanding of how social theory can be brought to bear on creating a more humane and ethically responsible society.*

*Centennial Chairs. Three professorships, unrestricted as to field, were created in 1964 in honor of Swarthmore's centennial from funds raised during the Centennial Fund Campaign.*

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

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

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

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

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

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

*The Neil R. Grabois '57 Professorship was established in 2010 by Eugene M. Lang '38 to honor Neil Grabois, mathematician and educator. This fund supports a professorship in the division of natural sciences and engineering, with a preference for a member of the mathematics department.*

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

*The Elizabeth and Sumner Hayward Professorship was established by Priscilla Hayward Crago '53 in 2013 in memory of her parents, Elizabeth and Sumner Hayward. This fund supports a full professorship awarded to an existing professor with preference for, in order, psychology, sociology, anthropology, English, Romance languages, or linguistics.*

*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, Class of 1904.*

*The Walter Kemp Professorship in the Natural Sciences was established in 2006 by Giles K. "Gil" '72 and Barbara Guss Kemp. Gil and Barbara wanted to honor Gil's father, a retired psychiatrist, who "has always been an inspiration" and "a great believer in both science and education." The professorship is awarded with particular regard for combining professional engagement with excellence in teaching.*

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

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

*The Eugene M. Lang Visiting Professorship, endowed in 1981 by Eugene M. Lang '38, brings to Swarthmore College for a period of one semester to 3 years an outstanding social scientist or other suitably qualified person who has achieved prominence and special recognition in the area of social change.*

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

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

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

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

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

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

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

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

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

*The Scheuer Family Chair of Humanities was created in 1987 through the gifts of James H. Scheuer '42; Walter and Marge Pearlman Scheuer '48; and their children, Laura Lee '73, Elizabeth Helen '75, Jeffrey '75, and Susan '78 and joined by a challenge grant from The National Endowment for the Humanities.*

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

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

*The Henry C. and Charlotte Turner Professorship was established in 1998 by the Turner family. Henry C. Turner, Class of 1893 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four generations of Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a board member emerita. Howard Turner '33, son of J. Archer Turner, has also been very active as a member of the Board of Managers over the years.*

*The J. Archer and Helen C. Turner Professorship was established in 1998 by the Turner family. Henry C. Turner, Class of 1893 and J. Archer Turner, Class of 1905, served as members of the Board of Managers of Swarthmore College, as officers of the corporation, and as members of various committees. Henry Turner was founder of the Turner Construction Co.; his brother, J. Archer Turner, was the firm's president. Four generations of Turners have had ties with the College, and Sue Thomas Turner '35, wife of Robert C. Turner '36 (son of Henry C. Turner), is a board member emerita. Howard Turner '33, son of J. Archer Turner, has also been very active as a member of the Board of Managers over the years.*

*The Henry C. and J. Archer Turner Professorship of Engineering was established with contributions and gifts from members of the Turner family in 1946 in recognition of the devoted service and wise counsel of Henry C. Turner, Class of 1893 and his brother, J. Archer Turner, Class of 1905. Both were members of the Board of Managers.*

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

*The Marian Snyder Ware Director of Physical Education and Athletics was endowed in 1990 by Marian Snyder Ware '38.*

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

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

## 19 Enrollment Statistics

### 19.1 Enrollment of Students by Classes (Fall 2020)

	<i>Men</i>	<i>Women</i>	<i>Total</i>
<i>First-time first-year</i>	187	187	374
<i>Sophomores</i>	179	195	374
<i>Juniors</i>	175	171	346
<i>Seniors and Beyond</i>	<u>161</u>	<u>182</u>	<u>343</u>
<i>Total Degree Seeking</i>	702	735	1437
<i>Graduate Students</i>	0	0	0
<i>Non-Degree Seeking</i>	<u>0</u>	<u>2</u>	<u>2</u>
<b><i>Total</i></b>	<b>702</b>	<b>737</b>	<b>1439</b>

*Notes:*

*-In Fall 2020, enrollments and enrollment patterns were impacted by COVID-19. See the College Fact Book at <https://www.swarthmore.edu/institutional-research/fact-book> for trend information.*

*-These counts include 2 students Studying Abroad.*

### 19.2 Geographic Distribution of Students (Fall 2020)

<i>Alabama</i>	4
<i>Alaska</i>	4
<i>American Samoa</i>	1
<i>Arizona</i>	23
<i>Arkansas</i>	8
<i>California</i>	167
<i>Colorado</i>	19
<i>Connecticut</i>	16
<i>Delaware</i>	28

<i>District of Columbia</i>	13
<i>Florida</i>	33
<i>Georgia</i>	15
<i>Guam</i>	2
<i>Hawaii</i>	6
<i>Idaho</i>	1
<i>Illinois</i>	34
<i>Indiana</i>	6
<i>Iowa</i>	3
<i>Kansas</i>	7
<i>Kentucky</i>	7
<i>Louisiana</i>	7
<i>Maine</i>	6
<i>Maryland</i>	47
<i>Massachusetts</i>	55
<i>Michigan</i>	14
<i>Military PO's</i>	0
<i>Minnesota</i>	14
<i>Mississippi</i>	3
<i>Missouri</i>	9
<i>Montana</i>	4
<i>Nebraska</i>	7
<i>Nevada</i>	4
<i>New Hampshire</i>	5
<i>New Jersey</i>	93
<i>New Mexico</i>	5
<i>New York</i>	162
<i>North Carolina</i>	32
<i>North Dakota</i>	0
<i>Ohio</i>	15
<i>Oklahoma</i>	4

<i>Oregon</i>	17
<i>Pennsylvania</i>	179
<i>Puerto Rico</i>	1
<i>Rhode Island</i>	5
<i>South Carolina</i>	7
<i>South Dakota</i>	2
<i>Tennessee</i>	9
<i>Texas</i>	45
<i>Utah</i>	3
<i>Vermont</i>	7
<i>Virgin Islands</i>	0
<i>Virginia</i>	37
<i>Washington</i>	27
<i>West Virginia</i>	4
<i>Wisconsin</i>	5
<i>Wyoming</i>	1
<i>Total United States, Military PO, and U.S. Trust Territories</i>	1232

<i>Argentina</i>	1
<i>Australia</i>	2
<i>Bangladesh</i>	1
<i>Belarus</i>	1
<i>Bhutan</i>	2
<i>Brazil</i>	2
<i>Burma (Myanmar)</i>	2
<i>Cambodia</i>	1
<i>Cameroon</i>	1
<i>Canada</i>	10



<i>Chile</i>	<i>1</i>
<i>Colombia</i>	<i>1</i>
<i>Egypt</i>	<i>4</i>
<i>Ethiopia</i>	<i>4</i>
<i>Fiji</i>	<i>1</i>
<i>France</i>	<i>1</i>
<i>Germany</i>	<i>1</i>
<i>Ghana</i>	<i>5</i>
<i>Hong Kong</i>	<i>1</i>
<i>Hungary</i>	<i>1</i>
<i>India</i>	<i>6</i>
<i>Iraq</i>	<i>1</i>
<i>Israel</i>	<i>2</i>
<i>Japan</i>	<i>5</i>
<i>Jordan</i>	<i>1</i>
<i>Kenya</i>	<i>4</i>
<i>Lebanon</i>	<i>1</i>
<i>Malawi</i>	<i>1</i>
<i>Mongolia</i>	<i>3</i>
<i>Nepal</i>	<i>2</i>
<i>New Zealand</i>	<i>1</i>
<i>Nigeria</i>	<i>4</i>
<i>Oman</i>	<i>1</i>
<i>Pakistan</i>	<i>4</i>
<i>Palestine</i>	<i>2</i>
<i>Paraguay</i>	<i>2</i>
<i>Peoples Republic of China</i>	<i>64</i>
<i>Peru</i>	<i>1</i>
<i>Poland</i>	<i>1</i>
<i>Portugal</i>	<i>1</i>
<i>Russia</i>	<i>2</i>

<i>Rwanda</i>	5
<i>Singapore</i>	9
<i>South Korea</i>	11
<i>Taiwan</i>	1
<i>Thailand</i>	5
<i>Tunisia</i>	2
<i>Turkey</i>	2
<i>Uganda</i>	1
<i>Ukraine</i>	1
<i>United Arab Emirates</i>	2
<i>United Kingdom</i>	10
<i>Vietnam</i>	2
<i>Zambia</i>	2
<i>Zimbabwe</i>	2
<i>Total from Abroad</i>	207
<b><i>Grand Total</i></b>	<b>1439</b>

*Notes:*

*-In Fall 2020, enrollments and enrollment patterns were impacted by COVID-19. See the College Fact Book at <https://www.swarthmore.edu/institutional-research/fact-book> for trend information.*

*-These counts include 2 students Studying Abroad.*

## 20 Course Credit and Numbering System

The semester course credit is the unit of credit. One semester course credit is normally equivalent to 4 semester hours elsewhere. Upper-class seminars and colloquia are usually given for 2 semester course credits. A few courses are given for 0.5 credit.

Courses are numbered as follows:

001 to 010            Introductory courses

011 to 099            Other courses (Some of these courses are not open to first-year students or sophomores.)

100 to 199            Seminars for upper-class students and graduate students.

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

Course listings in this catalog are intended to facilitate planning, but are subject to change. A better guide to course offerings in any particular semester is the schedule of courses available at the Registrar's website [www.swarthmore.edu/registrar/](http://www.swarthmore.edu/registrar/).

## Credit Policy

**Academic Period:** Swarthmore College uses the semester course credit system, and lists semester course credits on the official Swarthmore College transcript. Excluding holidays, Swarthmore College has two semesters of fourteen or fifteen weeks, thirteen or fourteen instructional weeks including a mid-semester break, and one week of final examinations. For the 2020-2021 academic year, Swarthmore has shortened the fall and spring semesters to 12 weeks of instruction each, and added a 4-week January term, for 28 weeks of instruction over the year, with finals in addition. The Fall 2020 semester normal load is 3-3.5 credits, with a maximum of 4.0 credits. The January 2021 term is 1-1.5 credits. Spring 2021 follows the usual load described in chapter seven. Eligibility to enroll in the January term depends on being enrolled in either the Fall or the Spring semester.

**Recommended instructional time:** Our official normal student work load is four course credits per semester. One unit of Swarthmore College credit normally represents three to four hours of class or seminar time, with conference sessions and laboratory periods in addition. Conference sections, professor-lead additional study sessions, and laboratories are usually three hours or more in length, and are not reflected on the transcript, but occur in many courses.

**Recommended out of class time requirements:** We advise students to plan to spend two to three hours of work for every hour of class attended. Our research shows that Swarthmore College students typically work at least two hours outside of class preparing for every hour of class attended. The typical student attends class or seminar for 12 or more hours per week, and prepares for class or seminar at least 24 hours per week.

## Subject Code Key

ANCH      Ancient History

ANTH      Anthropology

ARAB      Arabic

ARTH      Art History

ARTT      Art

ASIA      Asian Studies

GSST      Gender and Sexuality Studies

HIST      History

INTP      Interpretation Theory

ISLM      Islamic Studies

JPNS      Japanese

LALS      Latin American and Latino Studies

<i>ASTR</i>	<i>Astronomy</i>	<i>LATN</i>	<i>Latin</i>
<i>BIOL</i>	<i>Biology</i>	<i>LING</i>	<i>Linguistics</i>
<i>BLST</i>	<i>Black Studies</i>	<i>LITR</i>	<i>Modern Languages and Literatures</i>
<i>CHEM</i>	<i>Chemistry and Biochemistry</i>	<i>MATH</i>	<i>Mathematics</i>
<i>CHIN</i>	<i>Chinese</i>	<i>MDST</i>	<i>Medieval Studies</i>
<i>CLST</i>	<i>Classical Studies</i>	<i>MUSI</i>	<i>Music</i>
<i>COGS</i>	<i>Cognitive Science</i>	<i>PEAC</i>	<i>Peace and Conflict Studies</i>
<i>CPLT</i>	<i>Comparative Literature</i>	<i>PHIL</i>	<i>Philosophy</i>
<i>CPSC</i>	<i>Computer Science</i>	<i>PHYS</i>	<i>Physics</i>
<i>DANC</i>	<i>Dance</i>	<i>POLS</i>	<i>Political Science</i>
<i>ECON</i>	<i>Economics</i>	<i>PSYC</i>	<i>Psychology</i>
<i>EDUC</i>	<i>Educational Studies</i>	<i>RELG</i>	<i>Religion</i>
<i>ENGL</i>	<i>English Literature</i>	<i>RUSS</i>	<i>Russian</i>
<i>ENGR</i>	<i>Engineering</i>	<i>SOAN</i>	<i>Sociology and Anthropology</i>
<i>ENVS</i>	<i>Environmental Studies</i>	<i>SOCI</i>	<i>Sociology</i>
<i>FMST</i>	<i>Film and Media Studies</i>	<i>SPAN</i>	<i>Spanish</i>
<i>FREN</i>	<i>French and Francophone Studies</i>	<i>STAT</i>	<i>Statistics</i>
<i>GLBL</i>	<i>Global Studies</i>	<i>THEA</i>	<i>Theater</i>
<i>GMST</i>	<i>German Studies</i>		
<i>GREK</i>	<i>Greek</i>		

**Footnote Key**

<sup>1</sup> *Absent on leave, fall 2021.*

<sup>2</sup> *Absent on leave, spring 2022.*

<sup>3</sup> *Absent on leave, 2021-2022.*

<sup>4</sup> *Absent on administrative leave, 2021-2022.*

<sup>5</sup> *Fall 2021.*

<sup>6</sup> *Spring 2022.*

<sup>7</sup> *Affiliated faculty.*

<sup>8</sup> *Ex-officio.*

# Academic Programs

## Art and Art History

*Courses*

### Faculty

**SYDNEY L. CARPENTER, Professor of Art**  
**PALOMA CHECA-GISMERO, Assistant Professor of Art History**  
**RANDALL L. EXON, Professor of Art**  
**BRIAN D. GOLDSTEIN, Assistant Professor of Art History**  
**LOGAN GRIDER, Associate Professor of Art, Art Program Chair**  
**TIFFANY LEE, Visiting Professor of Art History**  
**PATRICIA L. REILLY, Associate Professor of Art, Art History Program Chair**  
**RON TARVER, Associate Professor of Art**  
**JODY JOYNER, Assistant Professor of Art**  
**DAVE WALSH, Visiting Assistant Professor of Art<sup>1</sup>**  
**ANDREA PACKARD, List Gallery Director**  
**TESS WEI, Visiting Assistant Professor of Art<sup>1</sup>, List Gallery Exhibitions Manager and Assistant Curator**  
**STACY BOMENTO, Visual Resources Curator**  
**DOUG HERREN, Studio Technician**  
**CAREN BRENNAN, Administrative Coordinator**

<sup>1</sup> Spring 2022

## The Academic Program

*THE MAJORS: The Department of Art & Art History offers two majors: Art History and Art.*

***FOR CURRENT INFORMATION ON MAJOR AND MINOR REQUIREMENTS, COURSE OFFERINGS AND UPDATED INFORMATION, PLEASE VISIT THE ART AND ART HISTORY DEPARTMENT WEBSITES.***

***The Art History Major*** consists of eight credits in art history (ARTH) and one credit in art (ARTT).

***The Art History Minor*** The course minor in art history will consist of 5 credits in art history: four of the 5 credits must be taken at Swarthmore. Art History minors graduating in 2024 and after must take courses with at least two different Art History faculty members during their time at Swarthmore. Art Majors can complete an art history minor with the completion of 4 art history credits in addition to those required by their studio art major. Courses toward the minor may not be taken CR/NC (excepting those taken in semesters when CR/NC is required, such as a student's first semester).

***The Art Major*** for 2021 and 2022 graduating classes consists of seven credits in studio art (ARTT) and three credits in art history (ARTH).

***The Art Major*** for 2023 and later graduating classes consists of seven credits in studio art (ARTT) and three credits in Art History (ARTH). These required credits include five courses in one art concentration (includes Independent Thesis Project), two elective (ARTT) studio courses, two (ARTH) Art History survey courses, one upper level (ARTH) Art History course.

(ART Major, Minor and Honors program requirements for graduating classes 2023 and later have new ART requirements which are noted throughout. Please visit <http://www.swarthmore.edu/art-art-history/major-minor-and-honors-art> for a complete overview.)

## First course recommendations

### ***ARTT 100 Painting I: Drawing into Painting***

*This course provides an intensive exploration of the foundational elements of drawing and painting through the practice of direct observation. Subjects of study will include; still life, the figure, interiors, and the landscape. The development of perceptual skills and the capability to translate visual relationships onto a two dimensional surface is central to this course. No prior painting or drawing experience is necessary. Throughout the semester we will engage in frequent discussions addressing historical and contemporary painting problems. The purpose of these discussions is to provide art historical context and concrete examples of the painting issues we confront in class. In addition to learning about the formal principles of painting, the class will provide an overview of practical tool usage and techniques. An emphasis will be placed on good studio habits, making the environment safe, clean, and productive for everyone.*

### ***ARTT 020 Ceramics I: The Potter's Wheel***

*This introduction to ceramic process and aesthetics focuses on acquiring basic skills on the potter's wheel as well as an introduction to making and applying glazes both high and low temperature. Students will also learn to operate an electric kiln. Through image presentations and exposure to actual objects, students will learn to discuss and evaluate the aesthetic attributes of the handmade object.*

### ***ARTT 225 Sculpture I: Form, Material, Process***

*This course serves as an introduction to the foundational materials, techniques, and concepts associated with sculpture. Sculpture I emphasizes the development of skills in wood, steel, and introductory mold-making/casting techniques through a series of hands-on demos and exercises that culminate in creative studio projects. This class also foregrounds creative process, introducing students to the expression of sculptural ideas through iterative studio practice. Each major course project will involve brainstorming, drafting, mocking-up, working, and re-working sculptural objects. We will approach form-making as a language in and of itself, one which demands 3D thinking and making and the development of hands-on, embodied knowledge. Sculpture I prepares students to move onto a variety of Sculpture II courses, where individual concepts and technical skills can be further honed and applied to specific topics in contemporary sculpture. While emphasis falls on introductory techniques in wood, metal, and casting, we will engage a spectrum of finding and making. Students will often be invited to incorporate everyday materials and found objects in relationship to foundational sculptural concepts. Studio projects will be complemented by field trips, visiting artists, readings, films, and slide presentations, all aimed at developing diverse, nuanced contexts for contemporary sculpture.*

### ***The Art History Major:***

*Most Art History courses do not have pre-requisites, except for 2-credit seminars that are intended for juniors and seniors. While students may elect mid-level topics that interest them, we recommend that for a 1<sup>st</sup> course students take either a First Year Seminar or an introductory survey. These courses are valuable even for students who may arrive with AP credit.*

*A First Year Seminar introduces students to the discipline of art history - questions, methods of inquiry - through an in-depth focus on a topic such as "Architecture of Philadelphia," "Animation in East Asia" or "Michelangelo." There is no presumption of prior study of art history or engagement with studio arts; the course is ideal for art history and studio students, but equally for those who may not think they will take other art history courses (though they may, completing a major or minor). Limited to 12 students, these courses foreground discussion and individual and group presentations, as well as writing.*

*Introductory surveys focus on broader coverage of major topics in art history: Western Tradition (ARTH 002 ), Asian Art (ARTH 003 ), Modern Art in Europe and the US (ARTH 005 ), Global History of Architecture: 1800-Present (ARTH 073 ). With slightly larger enrollments, these courses may be more lecture-driven, but also entail writing and often discussion.*

## Course Major

### **REQUIREMENTS FOR ADMISSION TO THE MAJORS**

**FOR CURRENT INFORMATION ON MAJOR AND MINOR ADMISSION REQUIREMENTS, PLEASE VISIT THE ART AND ART HISTORY PROGRAM WEBSITES.**

#### *ART HISTORY:*

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application.
2. Completion of at least two courses in art history at Swarthmore with grades of B or better. For a double major the grade minimum is also B.

#### *ART for Graduating Classes 2021 and 2022:*

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application. For a Double Major the overall average must be B.
2. Completion of at least one course in art history and one course in studio art at Swarthmore with grades of B or better.
3. A student may be asked to present a portfolio as evidence of ability to see, describe, and analyze visual phenomena critically.

#### **ART for Graduating Classes 2023 and later:**

1. Completion of at least one course in art history and one course in art at Swarthmore with grades of B or better.

## Art History

### Requirements for Completion of the Major

**FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR MINOR REQUIREMENTS, VISIT THE ART HISTORY PROGRAM WEBSITE.**

*Beginning in fall 2020, the major requirements for Art History have changed. The specific requirements for the classes of 2022 and 2023 (and after) vary. Please see descriptions of course and senior comprehensive requirements below.*

*Art History Majors, Course and Honors, graduating in 2022 are required to take the following courses and fulfill the comprehensive requirement (see details below):*

- ARTH002 The Western Tradition (students are encouraged to take this early in their major program)
- One course or seminar on art in the western tradition post-1800
- One course or seminar on art outside the Western tradition
- ARTH100 Senior Capstone (to be offered in spring 2022)
- One credit in studio art

*Among the nine credits required for the major (which include credits from the required courses listed above), two must be in the form of a 2-credit seminar.*

*Art History Majors, Course and Honors, graduating in 2023 and after are required to take the following courses and fulfill the comprehensive requirement (see details below):*

- One introductory survey course (of student's choosing)
- One studio art course
- One 2-credit honors seminar (seminar must be taken before senior capstone, preferably in junior year)
- ARTH100 Senior Capstone (offered each spring; the research paper from this course meets the senior comprehensive requirement)
- Four additional credits of student's choosing

Among the nine credits required for the major, students must take courses **with at least three different Art History faculty members** during their time at Swarthmore (Senior Capstone does not count toward that requirement). **A maximum of two introductory survey courses** will count toward the major. The art history chair maintains a list of current introductory courses.

## Art

**FOR CURRENT ART MAJOR AND MINOR REQUIREMENT INFORMATION, VISIT THE ART PROGRAM WEBSITE.**

**For Graduating Classes 2021 and 2022:** All Art Majors, in both Course and Honors Programs, are required to take 10 courses to fulfill major requirements:

1. Seven credits of studio art and three credits of art history, which must include ARTH 002 The Western Tradition:
  - ARTT 001 Foundation Drawing, (Or, ARTT 002 First-Year Seminar: Drawing)
  - A level I 2-D course
  - A level I 3-D course
  - A level II course, (2D or 3D)
  - A level II course, (2D or 3D)
  - ARTT 090 Senior Workshop I
  - ARTT 091 Senior Workshop II
2. Art majors can complete an art history minor as well with the completion of 4 art history credits in addition to those required by their art major.
  - Five credits in studio art must be completed before entry to ARTT 090 Senior Thesis Workshop I.
  - Students are encouraged to consult with professors and advisors about art history selections relevant to their interests.
  - The Senior Art Major is required to mount a one-person exhibition in the school gallery representing a culmination in their studio work. This exhibition-and accompanying artist statement (of no less than 2500 words), is the comprehensive examination for the art major. Senior exhibitions are scheduled during the last weeks of the spring semester each year.
  - There is no course minor in art.
  - CR/NC designations cannot be accepted for courses inside the major (two exemptions: first semester C/NC policy and Spring 2020 C/NC courses).

**For Graduating Classes 2023 going forward:** <http://www.swarthmore.edu/art-art-history/major-minor-and-honors-art>

All Art Majors, in both Course and Honors, are required to take 10 courses (seven credits of art and three credits of art history) to fulfill major requirements.

Five art credits in a chosen medium will form an art concentration. In addition to the five studio credits in one concentration (Painting, Ceramics, Photography, Sculpture), students must complete two additional studio courses outside their area of concentration. Of the three credits of art history, two must be survey courses and the third needs to be an upper level art history course.

- Five courses in one art concentration (includes Independent Thesis Project)
- Two elective art courses
- Two art history survey courses
- One upper level art history course
- CR/NC designations cannot be accepted for courses inside the major (two exemptions: first semester C/NC policy and Spring 2020 C/NC courses).

## Art History Senior Comprehensive Requirement



***FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR MINOR REQUIREMENTS, PLEASE VISIT THE ART HISTORY PROGRAM WEBSITE.***

*During the senior year, Course Majors will complete a comprehensive project as part of the Senior Capstone (ARTH100). Honors Majors may also satisfy the senior comprehensive requirement through a 2-credit thesis (ARTH097). Two-credit thesis writers are not required to take the Senior Capstone.*

## Honors

### Honors in Art History

***FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR AND MINOR REQUIREMENTS, PLEASE VISIT THE ART HISTORY PROGRAM WEBSITE.***

*Requirements for admission to Honors do not differ from those for admission to the Course Major. Once admitted to the Honors Major, students will be expected to maintain an average of B+ or better in all courses in art history.*

### Art History Honors Major

***FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR AND MINOR REQUIREMENTS, VISIT THE ART HISTORY PROGRAM WEBSITE.***

*An Honors Major in Art History requires three 2-credit ARTH preparations. The normal prerequisite for any art history seminar is 2 credits of previous art history course work. Each honors seminar or alternative honors preparation will be evaluated by an outside examiner (for details on honors preparations and exam formats see the Honors Handbook).*

*An Honors Major in Art History must also fulfill the requirements for a 9-credit Course Major. Honors majors may find that they must take more than nine credits to complete all requirements, so are reminded to be attentive to the rule that students must take 20 credits outside their major to graduate.*

### Art History Honors Minor

***FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR AND MINOR REQUIREMENTS, PLEASE VISIT THE ART HISTORY PROGRAM WEBSITE.***

*An Honors Minor in Art History consists of one 2-credit preparation, and completion of at least two other courses in Art History. Only one of those credits can be a transfer credit.*

## Honors in Art

***FOR CURRENT HONORS INFORMATION, PLEASE VISIT THE ART DEPARTMENT WEBSITE***

***For Graduating Classes 2021 and 2022:***

*Requirements for admission to Honors do not differ from those for admission to the Course Major. Students will be expected to maintain an average of B+ or better in all courses in studio art.*

**For Graduating Classes 2023 going forward: <http://www.swarthmore.edu/art-art-history/major-minor-and-honors-art>**

Requirements for admission to Honors do not differ from those for admission to the Course Major. Students will be expected to maintain an average of B or better in all courses in art.

## Art Major

**FOR CURRENT INFORMATION ABOUT ART HONORS MAJOR AND HONORS MINOR REQUIREMENTS, PLEASE VISIT THE ART DEPARTMENT WEBSITE.**

**For Graduating Classes 2021 and 2022**

1. An Honors Major in Art will present 2 preparations in studio art and 1 preparation in art history.
2. Each of the two studio preparations will consist of two paired studio courses. The examiner of each preparation will receive the syllabus for both courses and slides representing the body of work produced in them and will examine the student in an individual oral examination of 30 minutes.
  - a. One preparation pair will consist of ARTT 030 Senior Workshop I and ARTT 040 Senior Workshop II.
  - b. The second pair might consist of an intermediate and an advanced course in a specific medium OR two courses with a different approach to the same medium (ex: Pottery and Ceramic Sculpture, Drawing and Life Drawing), OR two related courses (ex: Ceramic Sculpture and Sculpture, Drawing and Photography, Drawing and Works on Paper, Drawing and Painting).

**ALL PREPARATIONS FOR HONORS MUST BE APPROVED IN ADVANCE BY THE DEPARTMENT.**

- Studio courses taken at an institution outside of Swarthmore cannot count towards an honors studio preparation.
- Only courses taught by regularly teaching faculty in studio art can be applied toward a preparation. Courses taught by regularly returning adjuncts might be applied pending department approval.
- Honors preparations approved in the sophomore year must be adhered to. Any later changes to your program as it relates to preparations, must be approved by the department.
3. The preparation in art history will consist of one 2-credit seminar.
  - a. The prerequisite for any art history seminar is 2 previous credits in art history, including ARTH 002.
  - b. All Majors in Art, whether Course or Honors, must do 3 credits of art history work. Studio faculty may recommend particular art history courses as most relevant to a student's studio interests.
4. Honors candidates in Art must fulfill the Course Major Requirements. The prerequisite for all studio work, unless waived, is ARTT 001. The distribution requirements for 2-D and 3-D for the Honors Major in Art are the same as those in course.
5. Honors study in Art is comprised of a culminating exhibition of the student's studio work, with an accompanying artist essay of 3750 to 5000 words. Some of this work may figure in the selections of work presented for one or both of the course pairs described above, but the rationale for inclusion in the exhibition will differ. The artist essay will be sent to both examiners of studio preparations. A revision of a paper written previously for the art history preparation will be sent to the art history examiner. The senior honors study essay will differ from the artist essay written by course students in that it will integrate the preparations in studio and art history.
  1. The SHS essay will differ from the artist essay written by course students in that it will integrate the preparations in studio and art history.
  2. For Honors Majors, ARTT 040 will count outside the Major for purposes of calculating the 20-course rule, since it serves as Senior Honors Study. It will be listed on the transcript not as ARTT 040 but as Senior Honors Study.
  3. If a student drops out of Honors after the drop/add period in the last semester, the SHS credit will receive a grade of NC. Senior Workshop II (ARTT 040), assuming it had been successfully completed in the Spring, will then be listed on the transcript with the appropriate grade.
  4. **WARNING:** if a student drops out of Honors, Senior Workshop II no longer counts as outside the major, but as within. A student who has taken 12 other credits within the department, and who is graduating with the minimum of 32 credits will then have 13 in the major and only 19 outside. Honors Art Majors should be especially careful to take enough credits outside the department if they contemplate withdrawing from Honors.

**For Graduating Classes 2023 and later: <http://www.swarthmore.edu/art-art-history/major-minor-and-honors-art>**

### **Honors in Art (Major and Minor)**

Requirements for admission to Honors do not differ from those for admission to the Course Major. Students will be expected to maintain an average of B or better in all courses in art. The Honors Art major is an 11 credit major with the additional credit (to the Course Major) added from the required 2 credit art history seminar. ALL PREPARATIONS FOR HONORS MUST BE APPROVED IN ADVANCE BY THE DEPARTMENT.

## Major

- An Honors Major in Art will present 2 preparations in art and 1 preparation in art history. The preparation in art history must be a 2 credit seminar.
- Each of the two art preparations will consist of **two paired art courses**. The examiner of each preparation will receive the syllabus for both courses and images representing the body of work produced in them and will examine the student in an individual oral of 30 minutes.
- Each pair of art courses can consist of an intermediate and an advanced course in a specific medium OR two courses with a different approach to the same medium OR, two related courses
- Art courses taken at an institution outside of Swarthmore cannot count towards an honors studio preparation.
- Only courses taught by regularly teaching faculty in art can be applied towards a preparation. Courses taught by regularly returning adjuncts might be applied pending department approval.
- Honors preparations approved in the sophomore year must be adhered to. Any later changes to your program as it relates to preparations, must be approved by the department.
- The prerequisite for any art history seminar is 2 previous credits in art history
- Honors candidates in Art must fulfill the Course Major requirements.
- Honors study in Art consists of a culminating exhibition of the student's studio work, with an accompanying artist essay of 3750 to 5000 words. Some of this work may figure in the selections of work presented for one or both of the course pairs described above, but the rationale for inclusion in the exhibition will differ. The artist essay will be sent to both examiners of studio preparations. A revision of a paper written previously for the art history preparation will be sent to the art history examiner.

## Honors Minor in Art

**FOR CURRENT INFORMATION ON ART MAJOR AND MINORS, COURSE OFFERINGS AND UPDATED INFORMATION, VISIT THE ART PROGRAM WEBSITE.**

### **For Graduating Classes 2021 and 2022**

1. An Honors Minor in Art will present to the honors examiners one studio preparation consisting of ARTT 030 Senior Workshop I and ARTT 040 Senior Workshop II.
2. An Honors Minor in Art must fulfill the requirements for the Course Major in studio art (see Major in Art.)
3. During the Spring semester of the senior year a minor will write a 2500 word artist essay to be sent to the examiner, along with the relevant syllabi and slides for the two-credit preparation.

### **For Graduating Classes 2023 going forward** <http://www.swarthmore.edu/art-art-history/major-minor-and-honors-art>

1. An Honors Minor in Art will present to the honors examiners one studio preparation which must be a combination of the Independent Thesis Project and another related course.
2. An Honors Minor in Art must fulfill the requirements for the Course Major in art.
3. During the Spring semester of the senior year a minor will write a 2500 word artist essay to be sent to the examiner, along with the relevant syllabi and slides for the two-credit preparation.

## Major Application Process

Requirements for admission to the majors:

### Art History

**FOR UP-TO-DATE INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR AND MINOR REQUIREMENTS, VISIT THE ART HISTORY DEPARTMENT WEBSITE.**

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application.
2. Completion of at least two courses in art history at Swarthmore with grades of B or better. For a double major the grade minimum is also B.

## Art

**FOR CURRENT INFORMATION REGARDING THE ART PROGRAM REQUIREMENTS, PLEASE VISIT THE DEPARTMENT WEBSITE.**

**For Graduating Classes 2021 and 2022:**

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application. For a double major the overall average must be C. Completion of at least one course in art history and one course in art at Swarthmore with grades of B or better.
2. Completion of at least one course in art history and one course in art at Swarthmore with grades of B or better.

**For Graduating Classes 2023 and later:**

1. Completion of at least one course in art history and one course in art at Swarthmore with grades of B or better.

## Art and Art History Department Majors and the 20-Course Rule

**FOR INFORMATION ON MAJOR AND MINOR REQUIREMENTS, COURSE OFFERINGS AND CURRENT INFORMATION, PLEASE VISIT THE ART AND ART HISTORY PROGRAM WEBSITES.**

*It is a college requirement that 20 of the 32 credits required for graduation must be OUTSIDE the major. This means that one can take no more than 12 courses in the major, unless one graduates with more than 32 credits, in which case the surplus can also be in the major.*

*For Art Majors, the required three credits in art history count within the major, but additional credits in art history count outside the major.*

*For Art History Majors, the 1 required credit of studio art coursework counts as within the Major, but additional credits of studio art count as outside. Thus, an Art History Major graduating with 32 credits could take no more than 3 additional art history credits beyond the 8 art history credits that are required for the Major. But an Art History Major could take as many more studio credits as desired.*

## Advanced Placement Credit

**FOR CURRENT INFORMATION ON ART HISTORY COURSE OFFERINGS AND MAJOR AND MINOR REQUIREMENTS, PLEASE VISIT THE ART HISTORY PROGRAM WEBSITE.**

*Credit for an AP5 will be given upon completion of an art history course in the department. For majors in the class of 2022, this credit will cover the requirement for ARTH 002. For majors in the classes of 2023 and after, this credit can count only for one of the four elective credits (and not for the required introductory survey course).*

## Transfer Credit, Credit/No Credit/Overlapping Credits

**FOR CURRENT INFORMATION ON MAJOR AND MINOR REQUIREMENTS, COURSE OFFERINGS AND CURRENT INFORMATION, PLEASE VISIT THE ART AND ART HISTORY PROGRAM WEBSITES.**

*Transfer Credit*

*A maximum of two transfer credits will count toward the major, either from study abroad or other U.S. institutions. Students transferring into Swarthmore from another institution should consult with the art history coordinator regarding their specific situation.*

### Credit/No Credit

Except in semesters when CR/NC is required (such as a student's first semester or the spring 2020 semester), students may not take courses toward major requirements as CR/NC.

### Overlapping Credits

A maximum of two credits may double count for both the ARTH major and a student's second major. For major and minor credit overlap, the standard overlap rule applies. Because departmental policies vary, please consult with your non-ARTH advisor for questions about counting overlapping credits in your second major.

## Off-Campus Study

The Art and Art History Department programs strongly encourages those with an interest in art and its history to consider incorporating study abroad into their Swarthmore program either during a summer or a regular academic term. Important examples of art and architecture are found throughout the world, and the encounter with works still embedded in their original context is vital to an understanding of their historical and contemporary significance. Past experience has shown, however, that art courses in most study abroad programs fall considerably below the academic standards of comparable courses at Swarthmore. Students who are interested in bettering their chances of gaining a full Swarthmore credit for a course taken abroad are strongly advised to meet with the Art History Coordinator or the Studio Art Coordinator before leaving the campus to review course syllabi and determine course credit value. PLEASE NOTE: to receive transfer credits in art history, you must have taken at least one art history course at Swarthmore (normally before going abroad).

## Art History Courses

### **ARTH 001C. First-Year Seminar: Making Art History**

*Are works of art direct extensions, pure reflections, or unique expressions of an individual artist's genius, fragile by implication and susceptible to destruction from over analysis? 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.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 001D. First-Year Seminar: Architecture of Philadelphia**

*Philadelphia offers a virtual hall of fame of architectural and urban history. Even a cursory list touches on many of the major developments in the built environment over the last five centuries and beyond: William Penn's Philadelphia Plan; Independence Hall; Eastern State Penitentiary; Levittown; Society Hill; the Vanna Venturi House; and the Barnes Foundation. This discussion-based seminar turns to this history not only to understand the architecture of one important metropolitan area, but to understand how these examples can teach about broader themes including the history of land use and planning, the industrial and urban revolutions, social struggle and social change, public memory, metropolitan growth and urban renewal, and aesthetic and formal innovation. Through field trips, archival research, critical interpretation of interdisciplinary sources, and writing assignments, students will learn the foundational methods of architectural history as well as many of the major cultural and social forces that have shaped it.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Goldstein*

*Spring 2024. TBA.*

Catalog chapter: *Art and Art History*  
Department website: <http://www.swarthmore.edu/art>

### **ARTH 001G. First Year Seminar: Brought to Life: The Art of Animation in East Asia**

*To bring an image to life is an undying fantasy. In this discussion-based seminar, we explore the art of enlivenment in East Asia, beginning with early accounts of inanimate objects coming to life, from bronze sculptures of the Buddha walking off of their pedestals in medieval China, deities captured in paintings animated by shamans in Korea, to abandoned furniture and kitchen utensils banding together to seek vengeance on their owners in Japan. Imbued with movement, lifelike dolls, puppets and automata also take on a life of their own, and static images like those painted on a handscroll move to tell riveting stories. We trace this development of moving images into the twentieth century by examining the early history of animation in China and Japan, the emergence of anime and its media culture, and the use of animation in avant-garde art and cinema.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Lee.*

*Spring 2024. Lee.*

Catalog chapter: *Art and Art History*

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 001H. FYS: The American Home**

*Humanities.*

*1 credit.*

Catalog chapter: *Art and Art History*

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 001J. First Year Seminar: Arts of Everyday Life**

*This first year seminar introduces students to the interconnectedness of art and everyday life. Centered on the study of six artworks, it traces a history of modern art in Europe and the United States from 1850 until the present that foregrounds how artists have used art to make sense of their lived experience. Throughout this seminar, students will learn how artists relate to phenomena of historical importance such as the appearance of leisure time and mass media, world wars, women's fight for equal rights, the AIDS/HIV epidemic, and mass migration. This writing course will also introduce students to forms of art writing such as the art review, the personal essay, the wall caption, and the research paper.*

*Humanities.*

*Writing Course.*

*Fall 2022. TBA.*

*Fall 2023. Checa-Gismero.*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art-and-art-history>

### **ARTH 001M. First-Year Seminar: Leonardo: Artist, Engineer, Architect, and Anatomist**

*Leonardo da Vinci was a great anatomist, engineer, architect and inventor whose drawings circulated around the courts of Europe. In this discussion-based course we will study the inventions, writings, paintings, drawings and biographies of this important Renaissance artist. We will consider the ways in which the works, biographies, and myths of Leonardo have been analyzed (and created) over the centuries. In doing so, we will develop a critical understanding of the methods and terminology of the discipline of art history itself.*

*Humanities.*

*Writing course.*

*1 credit.*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

### **ARTH 002. The Western Tradition**

*This course provides an introduction to Mediterranean and European art from prehistoric cave painting to the 18th 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.*

*Humanities.*

*1 credit.*

*Eligible for MDST, GLOBL-Paired*

*Fall 2022. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 003. Asian Art: Past and Present**

*This course provides a thematic introduction to the arts of India, China, Korea, and Japan from prehistoric times to the present. Through explorations of select works of calligraphy, painting, prints, ceramics, sculpture, and architecture, this course aims to familiarize students with artistic vocabularies and conventions, sociocultural contexts of production and consumption, and tools of art historical analysis. Particular focus will be given to the interrelationships between art, religion, philosophy, and literature.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Lee.*

*Spring 2023. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 005. Modern Art in Europe and the United States**

*This course surveys Western European and American art from the late 18th century to the 1960s. It introduces significant artists and art movements in their social and political contexts and also focuses attention on art historical approaches that have been developed to interpret this art, including socio-economic and feminist perspectives.*

*Humanities.*

*1 credit.*

*Eligible for GMST, GLOBL-Paired*

*Fall 2021. Checa-Gismero.*

*Fall 2022. TBA.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 019. Contemporary Art**

*This survey class introduces students to key developments within art practice in Western Europe and the United States since 1950.*

*Humanities.*

*1 credit.*

*Eligible for GMST*

*Spring 2023. Staff.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 026. Painting, Chemistry and Conservation**

### *CHEM 003B*

*This interdisciplinary course explores the intersection of chemistry with the visual arts. During the course of the semester we will learn about the materials available to artists, issues faced by museum curators and conservators, and some basic chemistry concepts related to these topics. Our exploration of the chemistry, and history, of art media will include labs that extend and enhance the lecture topics.*

*Humanities. Natural science and engineering.*

*1 credit.*

*Eligible for GBLB-Core*

*Spring 2022. Reilly. Stephenson.*

*Spring 2024. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 028. Replication in Chinese Art**

*The making of duplicates informs a long tradition of artistic productions in China. This course explores diverse modes and technologies of reproduction, bringing into focus the function and cultural value of the copy in the history of Chinese art and visual culture. Through case studies of replications of painting, calligraphy, sculpture, film, architecture, ritual and religious art, we will consider a range of motivations for making copies that often became something more than just mindless imitation, serving as integral components of an artist's training, as acts of piety, as forms of preservation and documentation, as agents of dissemination, and as homage to artists and calligraphers of the past. As we study multiples made from the Bronze Age to contemporary China, we will pay close attention to the different processes of reproduction, examining how technique and material shape not only the duplicate produced but also the varied perception of the practice of copying.*

*Humanities.*

*1 credit.*

*Fall 2023. Lee.*

*Department website: <https://www.swarthmore.edu/art-art-history>*

### **ARTH 029. Colloquium: Architecture of Philadelphia**

*Swarthmore sits amidst a hall of fame of architectural and urban history. This course turns to this history not simply to understand the architecture of one important metropolitan area, but to understand how these examples can teach about broader themes including the history of city planning, the industrial and urban revolutions, the search for "American" architectural styles, metropolitan growth and urban renewal, the ascent of modernism, the emergence of postmodernism, and historic preservation, among others. Students will learn both foundational methods of architectural history as well as many of the major movements that have constituted it.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 031. Arts of China**

*1 credit.*

### **ARTH 037. Modern & Contemporary Chinese Art**

*This course explores Chinese art and visual culture from the late nineteenth century to the present. It surveys key artists, movements, landmark exhibitions, major debates and issues to trace the contours of the modern and contemporary art scene, focusing on intercultural encounters beginning from the era of international treaty ports to contemporary global art circuit. By studying works across media in tandem with primary sources including artist writings, group manifestoes, and exhibition statements, we consider how artistic concerns engaged with the unfolding seismic sociopolitical and economic transformations in China, as well as with an expanding art world and art market.*

*Option: Honors Attachment*

*Humanities.*

*1 credit.*

*Eligible for ASIA.*

*Fall 2021. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-art-history>*



## **ARTH 040. Michelangelo to Mussolini: Classical Tradition in Rome**

*This course considers how artists and patrons in Rome (and beyond) imitated, reinterpreted, and challenged the classical tradition of art and architecture-and to what ends. I will first provide students with a foundational knowledge of the Greco-Roman tradition and then we will analyze how artists and architects from the Renaissance to the twentieth-century employed this tradition to promote the agendas of popes, bankers, kings and dictators. For the final project, students will analyze an example of how the "neoclassical" project took form in other countries, such as Germany, Russia, England and the United States.*

Humanities.

1 credit.

Fall 2023. Reilly.

Catalog chapter: *Art and Art History*

Department website: <https://www.swarthmore.edu/art-art-history>

## **ARTH 042. Photography and East Asia**

*This course explores the history of photography in China, Japan, and Korea from the 1840s to the end of the twentieth century. It focuses on the development of this powerful form of visual communication against specific cultural and historical contexts, examining the various motivations for making and displaying photographs as well as the ways in which the history of modern East Asia was mediated through the lens. We consider how photography was integrated into artistic practices and everyday life, playing a vital role in forging new national and social identities and the shaping of both public and personal memories.*

Humanities.

1 credit.

Fall 2022. Lee.

Spring 2024. Lee.

Catalog chapter: *Art and Art History*

Department website: <https://www.swarthmore.edu/art-and-art-history>

## **ARTH 046. Socially Engaged Art in the Americas**

*Can art change the world? Questions about the impact of art in the social fabric are constitutive of the idea of avant-garde art. This course will introduce students to these debates as they took shape in the American continent since 1960. With an emphasis on forms of art practice that outspokenly seek to provoke positive social change, this class provides a parallel narrative of contemporary art, in which art exits the museum space to ingrain itself in broader social processes.*

*During the semester students will learn about different theories of socially engaged art articulated by artists and art historians alike. We will consider art as activism in the Civil Rights era, forms of artistic resistance to Latin American military dictatorships, second wave feminist art, contemporary community-based art, and forms of engaged art practice concerned with planet-wide environmental crisis. We will debate the tactics and ideals guiding these practices, and we will evaluate the potential risks that come with relying on art for social transformation. This course alternates short lecture periods with in-class discussion of primary and secondary sources. It is structured around six thematic blocs, at the end of which students will produce a short written assignment.*

Humanities.

1 credit.

Eligible for ESCH, PEAC, GBLB-paired, LALS

Fall 2021. Checa-Gismero.

Catalog chapter: *Art and Art History*

Department website: <https://www.swarthmore.edu/>

## **ARTH 047. Counterculture Architecture and Urbanism**

*During the 1960s and '70s in the United States, young builders and planners gave form to the ideological shifts generated by the Countercultural Movement. Their radical designs were formal condemnations of the technocratic, homogenous strategies favored by the previous generation. This course examines the multifaceted nature of countercultural architecture, planning, and technology through primary sources and critical texts that provide a broader cultural, social, and political context for the work. Each seminar focuses upon either an abstract component of "outlaw" design, such as whole systems theory, gender and race politics, cybernetics, etc., or particular building forms that came to symbolize the movement, including inflatables, geodesic domes, and vernacular constructions. The course encourages students to draw connections*

*between built work and countercultural theory and to challenge preconceived notions of architecture during the period.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

### **ARTH 048. 20th Century Latin American Art**

*This introductory course exposes students to the histories, theories, and forms of modern art in Latin America in the 20th Century. The course explores the development of artistic scenes in the continent, and how avant-garde art practices have engaged a variety of nation-building programs -either as reinforcements or as refutations. During this course students will become familiar with scholarship and critical frameworks formulated in Latin America, as well as in the United States.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GBLB-paired*

*Spring 2022. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

### **ARTH 049. Document: History Of Photo**

*(Cross-listed as ARTT 049 )*

*This course combines the history and hands-on making of photography for an integrated exploration of this medium as a form of visual documentation. It examines the uses and abuses of photography from the late nineteenth century to the present to focus on techniques and practices that challenge the documentary authority of photography. With its unique combination of lectures, reading discussions, demonstrations, hands-on image-making and critiques along with guest speaker sessions, this course will provide students with a robust set of critical and practical tools and perspectives for thinking about how the photographic image profoundly shapes our understanding of the world.*

*No prerequisite; students should have a smartphone or digital camera, other supplies will be provided.*

*Humanities.*

*1 credit.*

### **ARTH 052. Global Renaissance**

*The "Global Renaissance," focuses on Europe's relations with Latin America, Africa, Asia, and the Middle East in the early era of colonization and global expansion.*

*Students will explore what the visual arts can reveal about the transfer of ideas and the growth of global trade and cultural/religious conflict in this era of increasing internationalism. We will focus on cross-cultural exchange in the 15<sup>th</sup> and 16<sup>th</sup> centuries, and consider these issues primarily from the European perception of the expanding world. The theme of globalism will be addressed through the lens not only of painting, sculpture and architecture, but also objects that are not typically considered "high art" such as maps, textiles, festival art, and ceramics.*

*Humanities.*

*1 credit.*

*Eligible for GBLB-Core*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 057. Leonardo, Raphael, Michelangelo**

*Leonardo, Raphael, and Michelangelo have come to stand for Renaissance art itself. This course will study these masters, their works, and their heated rivalries with one another in the context of the worlds in which they lived and worked. We will consider topics such as the construction of the artist as genius, the relationship between art and science, the role of art in the domestic sphere, the use of art as propaganda, and the education of the artist.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 058. Modern Architecture**

*This course addresses the history of modern architecture from the nineteenth century through World War II. The course will pay particular attention to the ways in which architects have responded to, and participated in, formal and aesthetic developments in other arts, as well as the role of architecture in broader technological, economic, and social-political transformations. Covering many aspects of architecture from buildings, drawings, models, exhibitions, and schools, to historical and theoretical writings and manifestoes we will investigate a range of modernist practices, polemics, and institutions. The readings, both primary and secondary texts, have been selected both to provide an overview of the history of modern architecture and to offer a number of critical and historical approaches to evaluating its legacy.*

Humanities.

1 credit.

Fall 2023. TBA.

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 059. Topics in Contemporary Art**

*This mid-level course familiarizes students with current discussions in contemporary art history. Topics may rotate depending upon the year to include ongoing debates in the field about topics such as art and climate catastrophe, contemporary performance, and art and labor.*

Humanities.

1 credit.

Fall 2022. Staff.

Spring 2023. Staff.

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 060. Building New Worlds: The Arts and Architectures of Liberation**

*This mid-level course examines the legacies of artists and architects who, since the 1960s, have relied on the power of cultural work in struggles for racial emancipation. It centers the contributions to the fields of socially engaged art and architecture of African American, Latinx, Asian American, and Native American practitioners who worked to make the United States a nation for all. Faced with a hostile environment of systemic racism that often excluded them from institutions of artistic and architectural legitimacy, these practitioners relied on imagination and the power of community to plan, realize, and historicize their interventions. We will focus on six sites of the built environment that have historically been settings of struggle against racialized systemic violence: the prison, the home, public space, the school, the international border, and the neighborhood.*

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art-and-art-history>

### **ARTH 063. Architecture and American Landscape**

*In his essay, "Preserving Wildness," environmentalist Wendell Berry wrote: "We need to understand [nature] as our source and preserver, as an essential measure of our history, and as the ultimate definer of our possibilities." With Berry's multidimensional conception of nature in mind, this course examines the interrelationship of architecture, planning, and the ever-changing American landscape. It looks at the ways in which architecture may respond to the political, social, and philosophical implications of diverse ecological perspectives and uncovers the part architecture plays in environmental preservation and degradation. The class takes as its starting point colonial settlements and Native American land use patterns in the Eastern United States and concludes with national responses to 21st-century climate change discourse, paying particular attention to fluctuating conceptions of wildness and nature over time and to the wider socio-cultural implications of these attitudes.*

Humanities.

1 credit.

Eligible for ENVS

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 066. Race, Space, and Architecture**

*This colloquium considers how race and identity interact with architectural and urban spaces, especially in the United States in the twentieth century. By studying the historical and theoretical dimensions of topics including the meanings attached to public and private housing, the training and practice of designers, and the reconstruction and transformation of urban places, we will interpret how race has shaped buildings, landscapes, and plans. In turn, we will also examine how the built environment has shaped the formation and interpretation of racial categories.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Spring 2023. Goldstein.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 072. Global History of Architecture: Prehistory to 1750 CE**

*This survey will provide an introduction to the history of the global built environment from the earliest human settlements to the middle of the second millennium. Chronologically and geographically broad, we will examine selected works of architecture and urbanism from diverse cultures around the world, commencing ca. 10,000 B.C.E. and ending around 1750 C.E. In doing so, we will interpret the built environment as both a product of its social, political, and cultural contexts and a force that shapes those contexts. Despite a diversity of examples, common themes--such as cultural interaction and exchange, religion and belief, transmission of knowledge, architectural patronage, spatial and aesthetic innovation, and technological transformation--will emerge across the course.*

*Humanities.*

*1 credit.*

*Eligible for GLBL- Core, MDST*

*Fall 2022. Goldstein.*

*Fall 2023. TBA*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 073. Global History of Architecture: 1800-Present**

*This survey will visit some of the major structures, events, and innovations that defined the global built environment in the last six centuries, beginning with the Renaissance and its contemporaries and extending through Modernism. Our consideration will go beyond a history of style to examine the built environment as a product of and force acting on its broader social, political, and cultural contexts. We will pay attention to architecture and urbanism from the place of work to the place of leisure; from sites belonging to the very powerful to those belonging to the disenfranchised; and from those designed by well-known figures to those without known designers. Themes will include power, belief, technology, industrialization, trade, patronage, professionalization, identity, empire, and urbanization.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-core*

*Fall 2021. Goldstein.*

*Spring 2024. TBA.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 074. Histories of Photography**

*This course surveys the history of photography from the announcement of photography's invention in the nineteenth century to the end of the twentieth century. It traces the development of the medium as a form of artistic expression and as means of visual communication, highlighting how photographic images, practices, and discourses have not only informed but also changed our perception of the world around us. We examine the varied meanings of photography within specific social, historical, cultural contexts as well as through different methodological lenses across disciplinary divides, reflecting on the countless ways through which photography bound itself to modern life.*

*Humanities.*

*1 credit.*

*Spring 2022. Lee.*

*Fall 2023. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 076. Art Museums: History, Theory, Controversy**

*Humanities.*

*Fall 2022. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 092. Arts of Propaganda in Early Modern Europe**

*Humanities.*

*1 credit.*

*Spring 2023. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 093. Building Architecture from Dirt to Dust**

*This course will offer a history of architecture not as a history of styles or historical periods but as an account of building, making, and constant remaking. Starting from the production of materials from which we construct architecture and ending with the decline, deterioration, and afterlife of structures, this discussion-based course will offer a chance to reflect on the labor that constructs the built environment and the many people who are involved in its production from the very beginning to the very end. Beyond the architect, we will also consider the role of miners and manufacturers, finance capital, labor unions, construction workers, users and renovators, maintenance staff, and those involved in deconstruction and resale. Over the course of the semester, we will come to understand architecture as constructed by many hands, largely outside of the control of the principal architect, and involving many forms of design.*

*Humanities.*

*1 credit.*

*Fall 2022. Goldstein.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 094. Transnational Modernisms**

*This seminar applies a transnational lens to study the development of artistic modernisms during the Cold War. In this course, students will learn the theories and forms of avant-garde art production in a world shaped by the ideological competition between the United States and the Soviet Union. Departing from an examination of how these tensions materialized in New York and Moscow, students will examine how this polarized climate impacted as well artistic production in Western and Eastern Europe, Latin America, Africa, Asia, and the Middle East, setting the foundations of a transnational sphere of artistic circulation that anticipated the globalization of art at the turn of the century.*

*Humanities.*

*1 credit.*

*Spring 2022. Checa-Gismero.*

*Fall 2023. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

## **ARTH 096. Directed Reading**

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 097. 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.*

*Fall 2023. Goldstein. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: [www.swarthmore.edu/art](http://www.swarthmore.edu/art)*

## **ARTH 100. Senior Capstone**

*This course is open to and required of senior majors in art history and is the culminating research experience in the major. Students will write a substantial research paper over the course of the semester based on their previous coursework and interests. Weekly meetings will focus on developing the project step-by-step; learning about research methodologies from the instructor, other department faculty, and staff; and workshoping in-progress writing with classmates. Successful completion of the Senior Capstone fulfills the senior comprehensive requirement for Art History.*

*Humanities.*

*1 credit.*

*Spring 2022. Goldstein.*

*Spring 2023. Lee.*

*Spring 2024. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 136. Word and Image in Japanese Art**

*This seminar explores the dialogue between text and image as manifested in visual representations of courtly culture in Japan from the 10th to the 18th century. Through select works of courtly narrative and poetry, such as the 11th-century classic *The Tale of Genji*, we will examine the complex and nuanced interactions of text, image, calligraphy, object, function, patronage, production, and consumption as shaped by the materiality of a range of media including handscrolls, folding screens, poem sheets, illustrated and printed books, lacquerware, and fans.*

*Prerequisite: two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Eligible for ASIA*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 138. European Art and Global Expansion: Honors Seminar**

*Humanities.*

*2 credits.*

*Eligible for Writing.*

*Fall 2023. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

## **ARTH 160. Global Contemporary Art: Honors Seminar**

*What is 'Global Contemporary Art'? Since the end of the Cold War, contemporary art has experienced a phenomenon of rapid planet wide expansion. Over 600 art fairs and biennial exhibitions structure a network where artworks, art professionals, and ideas circulate periodically, informing a community autonomous -yet connected to- local art scenes. In these last three decades, avant-garde art as practiced in Europe and the United States has expanded to acquire planetary visibility. Simultaneously, traditions of art making from other regions of the world have been welcomed -albeit in altered fashion-, into the central stages of the artworld. As historians, artists, and critics: How do we make sense of this shift? More importantly: How do we fit in this picture?*

*In this seminar, students will learn about the institutional, epistemic, and sociopolitical processes involved in the formation of 'global contemporary art' as a new art historical category. We will study the role that exhibitions, academia, and the art market play in the setting of artistic trends, while we analyze how these influences materialize in the practice of artists around the globe. During the semester students will engage with primary sources such as artworks and artists writings, and secondary sources from the art industry and academia alike. At the end of this course, students will be ready to describe the political, economic, and cultural processes active in the globalization of the art industry since 1990, and reflect on the consequences of this process in academic, practiced, and curatorial approaches to contemporary art.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*Writing.*

*2 credits.*

*Eligible for GLBL - Core*

Spring 2024. Checa-Gismero.

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 152. Arts & Crafts as Avant-Garde Labor**

*The relationship between the arts and the crafts is... complicated. Since the mid 19th Century, artists, theorists, industrialists, and reformers have tried to define the terms of their bond, albeit unsuccessfully. While some defend their necessary entanglement and permanent cross-pollination, others work hard to defend their fundamental incompatibility. In this honors seminar students study the nuances of this messy yet fertile affair involving avant-garde art and artisan productions from the 1850s until today. They hypothesize on the foundations of their attraction and thread through the different historical narratives that have argued for or against their marriage. This course considers the status of artisanship with regards to art making in the Arts & Crafts movement, 20th century modernism, the Black arts movement, feminist art, decolonial aesthetics, and new materialism studies. So as to better understand this complicated liaison, students will craft two fabric objects and reflect on their experience as artisans, or artists, in the making.*

*Humanities.*

*2 credits.*

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **ARTH 153. Modern Architecture and Urbanism: Honors Seminar**

*This honors seminar examines the broad array of designed and built works, makers, sites, and texts that constitute modern architecture and urbanism. Students will interpret the many facets of modernism through key historical readings-both primary and secondary, canonical and revisionist; analysis of examples; and consideration of their makers, both well-known and less so. A guiding assumption is that modernism was never only one thing and had different-even sometimes opposite-intentions, manifestations, and consequences in different contexts. Yet we will follow one persistent question as a link across the semester: how did modern architects and urbanists seek to create a better world? The motivations behind and answers to this defining question of modernism were never consistent across our period of study. While centering designed objects, then, we will interrogate how people have experienced modernism differently, depending on their identities, subject positions, geographic locations, and social roles.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Spring 2022. Goldstein.*

*Spring 2023. Goldstein.*

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTH 154. Modern and Contemporary Chinese Art: Honors Seminar**

*This honors seminar explores modern and contemporary Chinese art and visual culture, with a greater emphasis on the period between the founding of the Republic and the end of the Cultural Revolution. Taking advantage of recent surge in scholarship on visual and material culture from this period, the course examines key artists, movements, and landmark exhibitions, major debates and issues, and how the narrative of modern art has developed in its domestic and global contexts. By studying works across media in tandem with primary sources including artist writings, group manifestoes, and exhibition statements, we consider how artistic concerns engaged with the unfolding seismic sociopolitical and economic transformations in China, as well as with an expanding art world and art market.*

*Humanities.*

*2 credits.*

*Fall 2022. Lee.*

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-art-history>

### **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.*

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

## Seminars

*For up-to-date information on Art History course offerings and major and minor requirements, please visit the department website.*

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

### **ARTH 136. Word and Image in Japanese Art**

*This seminar explores the dialogue between text and image as manifested in visual representations of courtly culture in Japan from the 10th to the 18th century. Through select works of courtly narrative and poetry, such as the 11th-century classic *The Tale of Genji*, we will examine the complex and nuanced interactions of text, image, calligraphy, object, function, patronage, production, and consumption as shaped by the materiality of a range of media including handscrolls, folding screens, poem sheets, illustrated and printed books, lacquerware, and fans.*

*Prerequisite: two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Eligible for ASIA*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 153. Modern Architecture and Urbanism: Honors Seminar**

*This honors seminar examines the broad array of designed and built works, makers, sites, and texts that constitute modern architecture and urbanism. Students will interpret the many facets of modernism through key historical readings—both primary and secondary, canonical and revisionist; analysis of examples; and consideration of their makers, both well-known and less so. A guiding assumption is that modernism was never only one thing and had different—even sometimes opposite—intentions, manifestations, and consequences in different contexts. Yet we will follow one persistent question as a link across the semester: how did modern architects and urbanists seek to create a better world? The motivations behind and answers to this defining question of modernism were never consistent across our period of study. While centering designed objects, then, we will interrogate how people have experienced modernism differently, depending on their identities, subject positions, geographic locations, and social roles.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Spring 2022. Goldstein.*

*Spring 2023. Goldstein.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 164. Modernism in Paris and New York**

*This seminar focuses on "Modernism" in 19th and 20th-century art, addressing selected artists from Courbet and Manet through Degas, Gauguin, Cézanne, Picasso, Pollock, and Rothko. Artists and readings are also chosen to illuminate current scholarly approaches to "Modernism," including socio-economic, feminist, and post-colonialist perspectives.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## Art Courses

### **ARTT 019. Studio Practices in Ceramics**



*This class focuses on Studio practices in Ceramics: from inspiration and research to conceptualizing ideas and making models to techniques for creating finished forms in clay, concluding with documentation of work. Studio practices in Ceramics aims to help students find and develop their personal voice or style in the medium of clay and to create meaningful work. Thematically conceived projects will allow students to explore problems in three-dimensional design using a broad range of references. The experience will be complimented with virtual slide presentations, demonstrations, field trips and guest artists. There will be an introduction to the historical uses of clay with one project exploring Ceramic History. One project will explore the intersection of Art and Social Change.*

*Humanities.*

*1 credit.*

*Fall 2023. Patterson.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

## **ARTT 020. Ceramics I: The Potter's Wheel**

*This introduction to ceramic process and aesthetics focuses on acquiring basic skills on the potter's wheel as well as an introduction to making and applying glazes both high and low temperature. Students will also learn to operate an electric kiln. Through image presentations and exposure to actual objects, students will learn to discuss and evaluate the aesthetic attributes of the handmade object.*

*Humanities.*

*1 credit.*

*Fall 2021. Carpenter. Staff.*

*Fall 2022. Carpenter.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 022. Ceramics II - The Container as Architecture**

*This class focuses on designing and constructing container-based forms using clay as the primary medium. Using hand-building processes including slab, coil and cast forms students will develop architecturally imagined forms. Thematically conceived projects will allow students to explore problems in three-dimensional design using a broad range of architectural references. The experience will be complimented with slide presentations, demonstrations and guest artists.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 025. Ceramics II: Form and Design for the Potter**

*This class is for students with basic skills on the potter's wheel. Students will learn the language of design and craftsmanship in addition to developing their throwing skills. Critique of class work and objects from the department collection will encourage students to think critically and perceptively about objects. Both handmade and industrially produced objects will be considered. Frequent demonstrations will provide various approaches to imagining and producing form on the wheel. As a support to studio practice, the history of craft will be introduced through lectures and independent research projects.*

*Prerequisite: ARTT 020*

*Humanities.*

*Fall 2021. Carpenter.*

*Spring 2023. Carpenter.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 070. Advanced Studies - Ceramics**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce*

work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.

**STUDENTS MUST HAVE PRIOR APPROVAL OF INSTRUCTOR TO REGISTER**

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

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 071. Advanced Studies - Drawing**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

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

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 072. Advanced Studies - Painting**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

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

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 073. Advanced Studies - Photography**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

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

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

## **ARTT 074. Advanced Studies - Sculpture**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

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

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 075. Advanced Studies - Architectural Drawing**

*These courses are designed to usher the intermediate and advanced student into a more independent, intensive study in one or more of the fields listed earlier. A discussion of formal issues generated at previous levels will continue, with greater critical analysis brought to bear on stylistic and thematic direction. All students are expected to attend, throughout the semester, a given class in their chosen medium and must make sure at the time of registration that the two class sessions will fit into their schedules. In addition to class time, students will meet with the professor for individual conferences and critiques.*

*This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

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

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 080. Advanced Studies II - Ceramics**

*Continuation of ARTT 070 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 081. Advanced Studies II - Drawing**

*Continuation of ARTT 071 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 082. Advanced Studies II - Painting**

*Continuation of ARTT 072 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 083. Advanced Studies II - Photography**

*Continuation of ARTT 073 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 084. Advanced Studies II - Sculpture**

*Continuation of ARTT 074 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 085. Advanced Studies II - Architectural Drawing**

*Continuation of ARTT 075 on a more advanced level. This series of courses also serves as the Junior Workshop, a colloquium for junior studio art majors in the spring semester. Students will produce work within the classes offered as Advanced Studies. Regularly scheduled group and individual critiques with other junior majors and a faculty coordinator will occur throughout the semester, culminating in a group exhibition.*

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 090. Senior Thesis Workshop**

*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.*

Humanities.

1 credit.

Fall 2021. Grider.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 091. Senior Thesis 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.*

Humanities.

1 credit.

Spring 2022. Grider.

Fall 2023. Grider.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 100. Painting I: Drawing into Painting**

*This course provides an intensive exploration of the foundational elements of drawing and painting through the practice of direct observation. Subjects of study will include; still life, the figure, interiors, and the landscape. The development of perceptual skills and the capability to translate visual relationships onto a two dimensional surface is central to this course. No prior painting or drawing experience is necessary. Throughout the semester we will engage in frequent discussions addressing historical and contemporary painting problems. The purpose of these discussions is to provide art historical context and concrete examples of the painting issues we confront in class. In addition to learning about the formal principles of painting, the class will provide an overview of practical tool usage and techniques. An emphasis will be placed on good studio habits, making the environment safe, clean, and productive for everyone.*

*Humanities.*

*1 credit.*

*Fall 2021. Grider. Staff. Staff.*

*Spring 2022. Exon.*

*Fall 2022. Exon.*

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 110. Painting I: FYS**

*This course is open to all first year students who desire an intensive studio painting experience. The class will explore the elements and principles of drawing and painting through the practice of working from direct observation while also covering other subjects, methods and approaches to painting. The class will gradually transition from directed assignments to self-directed study, culminating in a final project. The class is structured so each student will receive individual feedback and critique during the daily exercises. Group discussions and group critique of work will be held frequently to reflect on current work.*

*Humanities.*

*1 credit.*

*Fall 2022. Exon.*

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 120. Studio Architecture I: Turning Corners; Drawing Arch and 3-D Design**

*This Beaux-Arts practice of "analytique"-a drawn or sketched, tour of a building's unifying visual elements, proportional relationships, and structural details-will be the primary mode of inquiry in this course. Taking advantage of the great number of the fine examples of historical and contemporary architecture in this region, the class will take a series of field trips to select group of local monuments to gather visual material. We will continue and build on the student's competency and understanding of linear perspective and free hand sketching, established in the prerequisite, while introducing new methods in site measuring and isometric drawing. Extensive use of watercolor and gouache will also be used, although previous experience in these techniques is not required, in order to articulate the decorative and light specific qualities of Humanities.*

*Humanities.*

*Fall 2021. Wei.*

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 125. Painting II: Color and Structure**

*For this course, students will choose a path of study in painting with a special focus on color. The initial challenge of the course will be to identify a visually rich subject of study that each student finds compelling. As the independent projects build through dialogue with peers and new iterations, different approaches to using and thinking about color will be introduced. Students will be asked to share studio research, collected in a sketchbook/journal. This collection will evolve in meaning and direction as the projects develop. We will explore ways color can be used to create light, space, structure as well as emotional and symbolic meaning in painting. Feedback will be given in the form of individual and group critiques to address the formal, technical and conceptual properties of color usage and other elements of the work.*

*Prerequisite: ARTT 100 or 110*

*Humanities.*

*1 credit.*

Spring 2023. Grider.  
Catalog chapter: Art and Art History  
Department website: <http://www.swarthmore.edu/art>

### **ARTT 126. Painting II: Figure Composition**

*This advanced level course will focus on the human figure as a means of developing a pictorial composition. This course will begin with a single figure in the form of a portrait or figurative study. Gradually, we will combine multiple figures into larger, more complex designs. The class will work from models on a regular basis. The students will also develop the skill of developing figures and gestures using drawing as a means of \*building\* forms from their imaginations. Outside assignments will contribute to a larger painting executed in the studio, each completed on a two week cycle. The final will be the most ambitious work combining outside assignments, and in class work sessions, for the last four weeks of the semester (including the reading period). Weekly critique sessions will focus on the practical challenges associated with figure painting, but the ultimate aim will be to assist each student in realizing a personal, stylistic direction and purpose in their work. Examples of figurative art from world history and contemporary artists will be discussed. Each student will be expected to make a verbal presentation of an artist's work whom they admire. Visits to the museums in Philadelphia, and visits by artists will be featured in the class.*

Prerequisite: ARTT 100 OR 110

Humanities.

1 credit.

Spring 2022. Exon.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 127. Studio Architecture II: The Swarthmore Campus and 3D Design**

*This course applies careful study of the elements and principles of design to the context of the Swarthmore College campus. Through a series of walks and on-campus field trips to sites, archives, and collections, we will consider our lived experiences of the built environment as well as the history of Swarthmore's campus. Each excursion will emphasize an aspect of 3D Design, and will present an exercise to study and deepen understanding of 3D form and space (i.e., line, plane, volume, mass, weight, texture, surface, parts-to-whole relationships). By mid-way through the semester, the scope of course projects will expand to involve design challenges on Swarthmore's campus that involve site analysis, measuring, drawing, and modeling. We will use both analog and digital modes of drawing and modelling. Students will be introduced to human-centered and equity-centered community design practices through our approach to design challenges. At a few points throughout the semester, the scope of our thinking will expand to relate course projects to broader ideas about the role place in higher education and the notion of college campuses in American culture.*

Prerequisite: ARTT 120

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 128. Studio Architecture III: Critical Studies in Architecture**

*This advanced level course introduces a wide range of influential historical and contemporary approaches to architectural design. Each student will create a body of independent work developed over the course of the semester. Weekly critiques will be the primary method of feedback with the purpose of helping each student set independent goals using their aesthetic preferences and developing their individual artistry. Readings, film/video, and exhibition recommendations will be given on an individual basis. Students will be expected to keep a research journal to track the development of their work and thoughts about painting in general. The class will include visits to architects studios and visits to buildings they have designed.*

Prerequisite: ARTT 127

Humanities.

1 credit.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

### **ARTT 130. Studio Architecture IV: Materials and Methods**

*This advanced level course is designed to strengthen existing critical, theoretical and practical skills related to independent architectural practices. Regular critiques will guide and assess the development of work. In addition to the weekly meetings with the instructor, students will be expected to hold peer-led critiques, studio visits and discussions. At the culmination of the course, students will be expected to collaborate*

*with their peers, the List Gallery Director and studio faculty to participate in and help mount their studio thesis exhibitions.*

*Prerequisite: ARTT 128*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 175. Painting III: Critical Studies in Studio**

*This advanced level course introduces a wide range of influential historical and contemporary approaches to painting. Each student will create a body of independent work developed over the course of the semester. Weekly critiques will be the primary method of feedback. Readings, film/video, and exhibition recommendations will be given on an individual basis. Students will be expected to keep a research journal to track the development of their work and thoughts about painting in general. The class will include visits to artist's studios and various galleries.*

*Prerequisite: ARTT 125 or ARTT 126*

*Humanities.*

*1 credit.*

*Spring 2023. Exon.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 176. Painting III: Studio Materials and Methods**

*This advanced level course is designed to give a broad, practical introduction to various painting media and tools while simultaneously addressing the individual technical needs of each student. An abbreviated history of painting mediums, significant changes to the processes and practices, as well as specific tools and applicable techniques will be covered. The materials and methods introduced over the semester will be decided by the class but could include: fresco, egg tempera, oil, distemper, gouache, watercolor, and acrylic. The class will be structured around lab-like demonstrations, assigned readings, critiques and visits to artist's studios and pigment/paint producers.*

*Prerequisite: ARTT 125 or ARTT 126*

*Humanities.*

*1 credit.*

*Fall 2021. Grider.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 200. Painting IV: Independent Thesis Project**

*This advanced level course is designed to strengthen existing critical, theoretical and practical skills related to independent painting practices. Regular critiques will guide and assess the development of work. In addition to the weekly meetings with the instructor, students will be expected to hold peer-led critiques, studio visits and discussions. At the culmination of the course, students will be expected to collaborate with their peers, the List Gallery Director and studio faculty to participate in and help mount their studio thesis exhibitions.*

*Prerequisite: Four Credits in Painting*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 210. Studio Architecture: Independent Thesis Project**

*This advanced level course is designed to strengthen existing critical, theoretical and practical skills related to independent architectural practices. Regular critiques will guide and assess the development of work. In addition to the weekly meetings with the instructor, students will be expected to hold peer-led critiques, studio visits and discussions. At the culmination of the course, students will be expected to collaborate with their peers, the List Gallery Director and studio faculty to participate in and help mount their studio thesis exhibitions.*

*Prerequisite: Four Studio Arch. Classes*

*Humanities.*

*1 credit.*

*Spring 2023. Exon.*

Catalog chapter: *Art and Art History*  
Department website: <http://www.swarthmore.edu/art>

### **ARTT 225. Sculpture I: Form, Material, Process**

*This course serves as an introduction to the foundational materials, techniques, and concepts associated with sculpture. Sculpture I emphasizes the development of skills in wood, steel, and introductory mold-making/casting techniques through a series of hands-on demos and exercises that culminate in creative studio projects. This class also foregrounds creative process, introducing students to the expression of sculptural ideas through iterative studio practice. Each major course project will involve brainstorming, drafting, mocking-up, working, and re-working sculptural objects. We will approach form-making as a language in and of itself, one which demands 3D thinking and making and the development of hands-on, embodied knowledge. Sculpture I prepares students to move onto a variety of Sculpture II courses, where individual concepts and technical skills can be further honed and applied to specific topics in contemporary sculpture. While emphasis falls on introductory techniques in wood, metal, and casting, we will engage a spectrum of finding and making. Students will often be invited to incorporate everyday materials and found objects in relationship to foundational sculptural concepts. Studio projects will be complemented by field trips, visiting artists, readings, films, and slide presentations, all aimed at developing diverse, nuanced contexts for contemporary sculpture.*

*Humanities.*

*1 credit.*

*Fall 2021. Joyner.*

*Spring 2022. Joyner.*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

### **ARTT 240. Sculpture II: Installation Art**

*Installation Art is a studio-based inquiry into the fundamental concepts, visual elements, critical language, and fabrication processes relevant to the creation of contemporary installations. Installation Art is a porous term used to describe mixed-media artworks designed for a specific space or for a temporary amount of time. Installation has been a prevalent mode of expression within contemporary art since the 1960s, and today is more often a strategy for articulating a particular set of ideas than an all-encompassing genre. Throughout the course, students will explore how they might respond to aspects of their physical surroundings and the built environment through installation. This course will begin with a series of studies, in which students practice their capacity to think both spatially and temporally-- beyond the making of discrete objects. These initial studies will each trace a specific line of thinking and making within installation practices, such as spatial drawing, light and space, and video projection, and will build towards an expanded installation made by students on campus. The culminating course project will be a mock open call in which the class works in small groups to propose a sculptural installation for a specific local context (i.e., a nearby museum, a public space, etc.).*

*Prerequisite: ARTT 225 or ARTT 120*

*Humanities.*

*1 credit.*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

### **ARTT 245. Sculpture II: Meaning and Materiality**

*From pandemic toilet paper hysteria to Tesla's cars of the future, we shape material culture and it, in turn, shapes us. As such, this course explores materiality as being central to the human experience, and a primary concern in contemporary sculpture. We will ask: how might materiality drive form and content in works of art? We will consider family histories, vernacular traditions, mass manufacturing, and consumer culture as ways in which materiality intersects with and shapes lived experience. We will ask what things are made of, and what impact they have on the environment. Critical to our exploration will be a consideration of what to make sculpture out of now, in an era defined by ecological precarity and climate change. Studio projects will emphasize material experimentation, process, and iteration. Advanced mold-making and casting techniques will be covered. The class will likely work with Recycled Artist in Residence (RAIR) in Philadelphia or an alternative community-based art organization for the culminating course project.*

*Prerequisite: ARTT 225 or ARTT 120*

*Humanities.*

*1 credit.*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

### **ARTT 250. Sculpture II: Sculpture and the Environment**



*This class is an introduction to site-specific sculpture, it's context, history and problems.*

*Prerequisite: ARTT 225 or ARTT 120*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 255. Sculpture III: Independent Thesis Project**

*This course is designed for students interested in emphasizing sculpture as their art major.*

*Prerequisite: Four Credits in Sculpture*

*Humanities.*

*1 credit.*

*Spring 2023. Staff.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 300. Photography I: Foundations in Photography**

*The purpose of this class is to introduce students to film-based photography as the primary image-making medium. Students will learn how to develop negatives in the darkroom, scan, and process the image with industry-standard software, then output to a digital printer. In the class, we will discuss design principles that will help students develop a personal vision for their work and explore creative ways of thinking and talking about photography. We will travel to various places off-campus to take pictures. Guest speakers and weekly research presentations on historically significant photographers will round out the experience.*

*Humanities.*

*1 credit.*

*Fall 2021. Tarver. Cooper.*

*Fall 2022. Tarver. Staff.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 310. Photography II: The Long Term Project**

*This class will offer an understanding of digital photography. The fundamentals of composition, the process of seeing, and lighting will constitute much of the discussion. Images will be processed using Adobe Lightroom. Students will learn workflows to create high-quality color images output to a professional level Epson color inkjet printer. In addition to the technical aspects of digital photography, this class's main objective is to help students develop a deeper and more personal vision for their work.*

*Prerequisite: ARTT 300 or Professor Approval*

*Humanities.*

*1 credit.*

*Spring 2022. Tarver.*

*Spring 2023. Tarver.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 320. Photo III: Long Term Project**

*What is required to create a long-term photographic project? This course will focus on assembling images into a visual narrative in the documentary tradition. Students will be guided through the various stages of a documentary project, from its history, equipment, and research decisions, to strategies for sharing work with the broader community. Individual and class critiques will provide guidance through the process. Examples of successful projects will be shared.*

*Prerequisite: ARTT 310 or Professor Approval*

*Humanities.*

*1 credit.*

*Spring 2023. Tarver.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 330. Photo III: Alternative Processes**

*It could be argued that photography is dependent on technology and processes more than any other art form. In this class, we will investigate an assortment of methods and materials, which may not reflect traditional photography, but maintain the medium at its core. Assignments are designed to increase understanding of the various techniques artists have exploited the medium, including 19th-century cyanotype, Vandyke processes, and physical construction to create objects to photograph.*

*Prerequisite: ARTT 300 or 310 or Professor Approval.*

*Humanities.*

*1 credit.*

*Spring 2022. Tarver.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 340. Document: History and Practice of Photography**

*This course combines the history and hands-on making of photography for an integrated exploration of this medium as a form of visual documentation. It examines the uses and abuses of photography from the late nineteenth century to the present to focus on techniques and practices that challenge photography's documentary authority. With its unique combination of lectures, reading discussions, demonstrations, hands-on image making, and critiques along with guest speaker sessions, this course will provide students with a robust set of critical and practical tools and perspectives for thinking about how the photographic image profoundly shapes our understanding of the world.*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 350. Photography IV: Independent Thesis Project**

*This course is designed for Seniors interested in emphasizing photography as their art major.*

*Prerequisite: Four Credits in Photography or Professor Approval*

*Humanities.*

*1 credit.*

*Spring 2023. Tarver.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 800. Capstone: Interpreting Narrative through Creation with Clay and Language**

*INTP 091 and LING 091*

*This is a course using creative arts to bring into focus questions about the fundamental nature of narrative, about the analogies between different types of creative arts, and even about what a creative art is. Students will create narratives and realize them through the media of clay and language. Students will learn the basics of constructing with clay to create representations in shape and form in relation to their own linguistic narrations.*

*Humanities.*

*1 credit.*

*Spring 2022. Carpenter. Napoli.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTT 810. Ceramics IV: Independent Thesis Project**

*This course is designed for students interested in emphasizing ceramics as their art major.*

*Prerequisite: Four Credits in Ceramics*

*Humanities.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTT 815. Design for the Potter**

*Basic throwing skills are required for this exploration of form and design originating from wheel thrown forms. Students will focus on expanding their vocabulary of shapes ultimately developing a personalized series. In pursuit of form, students will research both contemporary and historical examples that may serve to stimulate ideas. To augment their technical development, students will develop a palette of glazes which may be fired in either the gas, wood or oxidation kilns.*

*1 credit.*

*Spring 2022. Carpenter.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **Art History Goals for Student Learning**

*1. Students will broaden their perspectives and ways of thinking through the study of a variety of works of art and architecture produced in different cultures and at different times.*

*2. Through carefully looking at works of art and architecture students will learn to dedicate the patient, sustained effort necessary to come to an understanding of an object on its own terms.*

*3. Through the study of works of art and architecture students will learn to move beyond subjective response to develop an informed understanding of something outside their knowledge and experience.*

*4. Through visual analysis students will be able to comprehend and articulate the logic of the formal, spatial, material, and technical elements of a work of art or architecture.*

*5. Through contextual analysis students will know how to develop an interpretative project by:*

- Critically assessing the art historical literature*
- Identifying the subject of the work of art and exploring its meanings*
- Situating the work in its context of production and reception*

*6. Students will be able to place works of art and architecture within the history of art.*

## **Asian Studies**

### **Coordinator:**

**TYRENE WHITE, Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

## Committee:

Farid Azfar (History)

Pallabi Chakravorty (Music and Dance)

BuYun Chen (History)

K. David Harrison (Linguistics)

William Gardner (Modern Languages and Literatures, Japanese)

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

Yoshiko Jo (Lecturer, Modern Languages and Literatures, Japanese)

Wol A Kang (Lecturer, Modern Languages and Literatures, Chinese)

Haili Kong (Modern Languages and Literatures, Chinese)

Gerald Levinson (Music and Dance)

Bakirathi Mani (English Literature)

Lei X. Ouyang (Music and Dance)

Benjamin Ridgway (Modern Languages and Literatures, Chinese)

Tomoko Sakomura (Art History)

Joe Small (Music and Dance)

Kirsten Spiedel (Lecturer, Modern Languages and Literatures, Chinese)

Atsuko Suda (Lecturer, Modern Languages and Literatures, Japanese)

Jonathan Washington (Linguistics)

Tyrene White (Political Science)

### <sup>3</sup> Absent on leave, 2021-22 Academic Year

*Asian Studies is an interdisciplinary program that introduces students to the critical and methodological approaches that have informed the study of Asia. As one of the largest interdisciplinary programs at Swarthmore, Asian Studies trains students in the study of diverse texts, images, performances, bodies of knowledge and cultural practices across geographic and temporal boundaries. Students are encouraged to engage in a rigorous examination of the political, economic, social, environmental, and religious formations of the myriad societies that have constituted Asia. Asian Studies aims to provide students with a depth of knowledge and multiple critical perspectives with which to understand how these diverse locales have been and continue to be interwoven with the global.*

## The Academic Program

*The Asian Studies Program offers a major and a minor in course and honors. Students who declare a major in Asian studies construct individualized programs of study, with a focus on a comparative theme or on a particular country or region. Some examples of comparative themes are classical traditions in Asian literature and art, Buddhist studies, Asian nationalisms and the emergence of nation-states, and the political economy of Asian development. In all cases, the core of the major involves exposure to multiple regions and multiple disciplines.*

*Students interested in Asian studies are urged to consult the Asian studies website for up-to-date information on courses and campus events. Students should meet with the program chair in advance of preparing a Sophomore Plan. Advance planning is especially important for students contemplating the Honors Program and those planning to study abroad.*

## Learning Goals

1. **Interdisciplinary breadth.** The student must have mastered more than one academic discipline, to be able to speak to issues/ themes of their research on topics rooted in Asian traditions/regions from more than one disciplinary perspective;
2. **Comparative Scope.** The student must know in some depth more than one region in Asia; though they may focus, for instance, primarily on studies in Chinese traditions, pre-modern or modern, the student must also be able to think comparatively, and engage with more than one Asian tradition in regard to the topics/ themes that are central to their main region-specific research;
3. **Depth of Knowledge in One Tradition.** If the student's research project is fundamentally trans-national or trans-regional, they should know at least one Asian tradition with depth and detail, including knowledge of language (see below);

4. **The Past, the Present, and the Future.** The student should be aware of modern/contemporary or pre-modern formations (depending upon the student's scholarly focus) within the Asian traditions they study, with the idea that one cannot never really understand the present without more than cursory knowledge of the past, and also that one cannot study the past without a scholarly awareness of the present forms of political, economic, social, environmental, or religious formations at the center of a student's project in Asian Studies;
5. **Languages and Language Study.** The student majoring in Asian Studies should demonstrate advanced knowledge of at least one Asian language central to the region/tradition that is the focus of their academic work.

## Course Major

Asian studies invites students to make connections among courses that differ widely in content and method. When considering applicants to the major, the Asian Studies Committee looks for evidence of intellectual flexibility and independence. Students must have completed at least two Asia-related courses in different departments with grades of B or better to be accepted into the major.

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

1. **Geographic breadth.** Coursework must include more than one of the following regions of Asia: (East, South, Central, Northeast, Southeast, and study of Asian diasporas). This requirement can be fulfilled by taking at least two courses that are pan-Asian or comparative in scope or by taking at least one course on a country or region that is not the principal focus of a student's program.
2. **Disciplinary breadth.** Courses must be taken in at least three different departments.
3. **Temporal breadth.** At least one course focusing on the Premodern or Early Modern (before 1900) Eras, and at least one course on the Modern (after 1900) Era must be completed. This requirement can be fulfilled by taking at least two courses that examine substantial material on both the Premodern/Early Modern and Modern Eras.
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.** At least one year of college-level study of an Asian language or its equivalent in intensive summer coursework is required of all majors. Up to four credits of Asian language study may be applied to the major. Advanced topical courses taught in the original language are not subject to the four credit limit. Students wishing to study an Asian language not offered at Swarthmore are encouraged to fulfill this requirement through study abroad, intensive summer study, approved coursework at neighboring institutions (tri-co, University of Pennsylvania), etc. The language requirement may be waived at the discretion of the Asian Studies coordinator in cases of advanced oral and written proficiency in an Asian language relevant to a student's area of geographic focus.

## Thesis / Culminating Exercise

**Thesis / Culminating Exercise.** Students in the Asian studies course major have a choice of culminating exercises.

**Thesis option.** A 1- or 2-credit thesis, followed by an oral examination. A thesis must be supervised by a member of the Asian studies faculty. Students normally enroll for the thesis, ASIA 096, in the fall semester of the senior year.

**Qualifying papers option.** Students revise and expand two papers they have written for Asian studies courses in consultation with Asian studies faculty members.

**Honors seminar option.** Students take a 2-credit honors seminar in an Asian studies topic in either their junior or senior year. (Note: A two-course combination or a course plus attachment will not satisfy this requirement.)

## Course Minor

Students will be admitted to the minor after having completed at least two Asian studies courses in different departments with grades of B or better. The Asian studies minor in course consists of five courses, distributed as follows:

1. **Geographic breadth.** Coursework must cover more than one region of Asia. This can be accomplished by taking at least two courses that are pan-Asian or comparative in scope or by taking at least one full course on a country that is not the principal focus of a student's program.
2. **Disciplinary breadth.** Asia-related courses must be taken in at least two departments outside of the disciplinary major. Only one course may overlap the Asian studies minor and the disciplinary major.

**3. Temporal breadth.** At least one course focusing on the Premodern or Early Modern (before 1900) Eras, and at least one course on the Modern (after 1900) Era must be completed. This requirement can be fulfilled by taking at least two courses that examine substantial material on both the Premodern/Early Modern and Modern Eras.

**4. Intermediate or advanced work.** At least 2 credits of work must be completed at the intermediate or advanced level.

**5. Asian language study.** Asian-language study is not required but is strongly recommended. Up to two credits in Asian language study may be applied toward the course minor. For languages offered at Swarthmore (Chinese and Japanese), courses above the first-year level may count toward the minor. For Asian languages not offered at Swarthmore, courses at the entry level may count toward the minor if at least the equivalent of 1.5 credits is earned in an approved program.

## Honors Major

To be admitted to the honors major, students should have completed at least two Asian studies courses in different departments with grades of B+ or better.

The honors major in Asian studies consists of a minimum of ten (10) credits (including four honors preparations). The four preparations in an Honors Program must be drawn from at least two different disciplines.

**1. Geographic, disciplinary, and temporal breadth requirements.** These are the same as those for the course major (see above)

**2. Asian language study.** This requirement is the same as for the course major (see above).

**3. Asian studies as an interdisciplinary major.** All four fields for external examination must be Asian studies subjects. One of the fields may also count toward an honors minor in a department. The four preparations must be drawn from at least two different disciplines.

**4. Grade-point average requirement.** A student must earn 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 Asian studies courses in different departments with a grade of B+ or above.

An honors minor in Asian studies consists of a minimum of 5 credits, distributed as follows:

1. **Geographic breadth.** There are two tracks within the minor:
  - a. **Comparative Asian cultures:** The selection of courses and the honors preparation should offer a comparative perspective on the traditional or modern cultures of Asia. Individual programs should be worked out in close consultation with the Asian studies coordinator. (Language study does not count toward this track.)
  - b. **Focus on a single country or region:** All courses in the program should focus on the same region or country. One or 2 credits of language study may be included.
2. **Disciplinary breadth.** Asia-related courses must be taken in at least two departments outside of the disciplinary honors major. Only one course may overlap the honors minor and the disciplinary honors major
3. **Temporal breadth.** At least one course focusing on the Premodern or Early Modern (before 1900) Eras, and at least one course on the Modern (after 1900) Era must be completed. This requirement can be fulfilled by taking at least two courses that examine substantial material on both the Premodern/Early Modern and Modern Eras.
4. **Asian language study.** Asian language study is not required, but courses in Asian languages may count toward the honors minor. Up to 2 credits of Asian language study may be applied to the honors minor. For languages offered at Swarthmore (Chinese and Japanese), courses above the second-year level count toward the minor. For Asian languages not offered at Swarthmore, courses at the entry level may be counted if the equivalent of 1.5 credits is earned in an approved program.
5. **Honors preparation.** One preparation, normally a two-credit seminar, will be submitted for external examination.
6. **Senior Honors Seminar for minors.** The student will fulfill the requirements set for honors minors by the department offering the honors preparation.
7. **Grade-point average requirement.** A student must earn at least a B+ in all courses applied to the honors major.

## Fellowship and Grant Opportunities for Students

*The Alice L. Crossley Prize in Asian Studies is awarded annually to the student or students who submit the best essay(s) on any topic in Asian or Asian American Studies.*

*The Genevieve Ching-wen Lee '96 Memorial Fund supports a lecture each year in Asian American studies. This fund also supports an annual competition for summer research support for projects related to Asian studies or Asian American studies.*

*The Penelope Mason '57 Memorial Fund for Asian Studies is available to support Asian studies related projects proposed by students, faculty members, or both.*

## Off-Campus Study

*Students with majors in Asian studies are strongly encouraged to undertake a period of study in Asia. The Asian studies faculty can recommend academically rigorous programs in several Asian countries. Study abroad is the ideal arena for intensive language study. Courses taken abroad may be applied toward the major, subject to the approval of the Asian studies coordinator. However, at least half of the credits in a student's Asian studies major or minor should be earned at Swarthmore.*

## Life After Swarthmore

*Students with a background in Asian studies have pursued a number of paths after graduation. Some have gone abroad to continue their studies, do research, or work in humanitarian or social service organizations. Others have gone directly to graduate school. Many eventually become teachers or professors. Others work in the arts, journalism, international law, business, finance, in the diplomatic corps, or in non-governmental organizations. Other Asian studies graduates pursue careers not directly related to Asia, in medicine or law, for example. All consider Asian studies to have been an important part of their liberal arts education.*

## Asian Studies Courses

*Courses in the Asian Studies Program are listed below. Courses of independent study, special attachments on subjects relevant to Asian Studies, and courses offered by visiting faculty that are not regularly listed in the catalog may also qualify for credit in the program, subject to the approval of the Asian Studies Committee. Students who wish to pursue these possibilities should consult with the Asian Studies chair.*

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

## Art (Art History)

### **ARTH 001L. First-Year Seminar: From Handscrolls to Comic Books: Pictorial Narratives in Japan**

*Through examination of select pictorial narratives produced in Japan between the 12th century and the present, this first-year seminar introduces students to the basics of art historical research and analysis. We will look at the ways in which handscrolls, folding screens, and (comic) books employ image and text in addressing subjects such as romances, miracles, battles, and fantasies, and consider the roles and functions performed by pictorial narratives in society.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 003. Asian Art: Past and Present**

*This course provides a thematic introduction to the arts of India, China, Korea, and Japan from prehistoric times to the present. Through explorations of select works of calligraphy, painting, prints, ceramics, sculpture, and architecture, this course aims to familiarize students with artistic vocabularies and conventions, sociocultural contexts of production and consumption, and tools of art historical analysis. Particular focus will be given to the interrelationships between art, religion, philosophy, and literature.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Lee.*

*Spring 2023. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 001G. First Year Seminar: Brought to Life: The Art of Animation in East Asia**

*To bring an image to life is an undying fantasy. In this discussion-based seminar, we explore the art of enlivenment in East Asia, beginning with early accounts of inanimate objects coming to life, from bronze sculptures of the Buddha walking off of their pedestals in medieval China, deities captured in paintings animated by shamans in Korea, to abandoned furniture and kitchen utensils banding together to seek vengeance on their owners in Japan. Imbued with movement, lifelike dolls, puppets and automata also take on a life of their own, and static images like those painted on a handscroll move to tell riveting stories. We trace this development of moving images into the twentieth century by examining the early history of animation in China and Japan, the emergence of anime and its media culture, and the use of animation in avant-garde art and cinema. Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Lee.*

*Spring 2024. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

### **ARTH 028. Replication in Chinese Art**

*The making of duplicates informs a long tradition of artistic productions in China. This course explores diverse modes and technologies of reproduction, bringing into focus the function and cultural value of the copy in the history of Chinese art and visual culture. Through case studies of replications of painting, calligraphy, sculpture, film, architecture, ritual and religious art, we will consider a range of motivations for making copies that often became something more than just mindless imitation, serving as integral components of an artist's training, as acts of piety, as forms of preservation and documentation, as agents of dissemination, and as homage to artists and calligraphers of the past. As we study multiples made from the Bronze Age to contemporary China, we will pay close attention to the different processes of reproduction, examining how technique and material shape not only the duplicate produced but also the varied perception of the practice of copying. Humanities.*

*1 credit.*

*Fall 2023. Lee.*

*Department website: <https://www.swarthmore.edu/art-art-history>*

### **ARTH 030. Brought to Life: The Art of Animation in East Asia**

*To bring an image to life is an undying fantasy, one that predates anime and computer-animated films. This course takes as its focus the art of enlivenment in East Asia. It explores the idea of animation through a range of topics spanning across time, media, and contexts, including: the production of remarkably life-like images, such as *ikinogyo* ("living doll") in Japan; activation and enlivenment of Buddhist icons; theories on the criteria of "spirit resonance" in Chinese paintings; pictorial formats and optical devices that set static pictures into motion; animated films from Korea, China, and Japan; and the use of animation in experimental and contemporary art. Humanities.*

*Humanities.*

*1 credit.*

*Eligible for ASIA.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-art-history>*

### **ARTH 036. Modern Architecture in Japan: Culture, Place, Tectonics**

*This course explores the diversity of forms and meanings that architecture took on in Japan since its industrialization in the 19th century. With that focus, it opens up more general questions on the capacity of construction, structure, materials and their assembly to express cultural, aesthetic, environmental and social concerns. It begins by introducing the context of traditional architecture that served as a foundation for the emergence of modern architecture, and continues to discuss the work and words of architects who demonstrated salient topics in architecture in the 20th and 21st centuries in Japan.*



Humanities.  
1 credit.  
Eligible for ASIA  
Catalog chapter: Art  
Department website: <http://www.swarthmore.edu/art>

### **ARTH 037. Modern & Contemporary Chinese Art**

*This course explores Chinese art and visual culture from the late nineteenth century to the present. It surveys key artists, movements, landmark exhibitions, major debates and issues to trace the contours of the modern and contemporary art scene, focusing on intercultural encounters beginning from the era of international treaty ports to contemporary global art circuit. By studying works across media in tandem with primary sources including artist writings, group manifestoes, and exhibition statements, we consider how artistic concerns engaged with the unfolding seismic sociopolitical and economic transformations in China, as well as with an expanding art world and art market.*

Option: Honors Attachment  
Humanities.  
1 credit.  
Eligible for ASIA.  
Fall 2021. Lee.  
Catalog chapter: Art and Art History  
Department website: <https://www.swarthmore.edu/art-art-history>

### **ARTH 136. Word and Image in Japanese Art**

*This seminar explores the dialogue between text and image as manifested in visual representations of courtly culture in Japan from the 10th to the 18th century. Through select works of courtly narrative and poetry, such as the 11th-century classic *The Tale of Genji*, we will examine the complex and nuanced interactions of text, image, calligraphy, object, function, patronage, production, and consumption as shaped by the materiality of a range of media including handscrolls, folding screens, poem sheets, illustrated and printed books, lacquerware, and fans.*

*Prerequisite: two courses in art history or permission of instructor.*  
Humanities.  
2 credits.  
Eligible for ASIA  
Catalog chapter: Art and Art History  
Department website: <http://www.swarthmore.edu/art>

## **Asian Studies**

### **ASIA 015. Introduction to East Asian Humanities**

*(Cross-listed as CHIN 015, LITR 015CH)*

*This course is a survey of East Asian literatures and cultural histories from antiquity to around 1800. The primary purpose is to provide students with a basic literacy in East Asian cultures and literatures with substantive emphasis on topics common across East Asia, such as the classical traditions and cosmology, the Chinese script, Buddhism, the civil service examination, folklore, theater, literature, and medicine. This course is a colloquium designed to meet the needs of students just beginning their study of China, Japan and Korea, who would like to explore the region broadly; and those who have already done substantial study of China or Japan and welcome the chance to situate it within the larger context of traditional East Asia. This course will provide students with information and approaches to analyze primary sources in translation through assigned postings and short writing assignments.*

Humanities.  
1 credit.  
Eligible for ASIA  
Catalog chapter: Asian Studies  
Department website: <https://www.swarthmore.edu/asian-studies>

### **ASIA 093. Directed Reading**

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Asian Studies*

*Department website: <http://www.swarthmore.edu/asian-studies>*

### **ASIA 096. Thesis**

*Writing course.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Asian Studies*

*Department website: <http://www.swarthmore.edu/asian-studies>*

### **ASIA 180. Honors Thesis**

*Writing course.*

*2 credits.*

*Catalog chapter: Asian Studies*

*Department website: <http://www.swarthmore.edu/asian-studies>*

## **Chinese**

### **CHIN 003. Second-Year Mandarin Chinese**

*Designed for students who have mastered basic grammar and 350 to 400 characters. Combines intensive oral practice with writing and reading in the modern language. Emphasis is on rapid expansion of vocabulary, idiomatic expressions, and thorough understanding of grammatical patterns. Prepares students for advanced study at the College and in China.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Fall 2021. Li, Wen.*

*Fall 2022. Li, Wen.*

*Fall 2023. Li, Staff.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 004. Second-Year Mandarin Chinese**

*Designed for students who have mastered basic grammar and 350 to 400 characters. Combines intensive oral practice with writing and reading in the modern language. Emphasis is on rapid expansion of vocabulary, idiomatic expressions, and thorough understanding of grammatical patterns. Prepares students for advanced study at the College and in China.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Spring 2022. Li, Wen.*

*Spring 2023. Li, Wen.*

*Spring 2024. Li, Wen.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 007. Chinese/Japanese Calligraphy**

*(Cross-listed as JPNS 007)*

*Calligraphy is the art of beautiful handwriting. This course will introduce students to the importance of calligraphy in East Asian Culture. In addition to being a valuable cultural skill, calligraphy is also a process of self-cultivation and self-expression, which reflects the mind-set of the writer. Thus, students will have the opportunity to learn Chinese/Japanese characters not only as linguistic symbols but also as cultural emblems and as an art form. Course objectives include learning to appreciate the beauty of Chinese/Japanese calligraphy, experiencing calligraphy by writing with a brush and ink, and studying various philosophies of calligraphy. In addition to learning several different calligraphic scripts, students will be introduced to the origin, evolution, and aesthetic principles of the Chinese and Japanese writing systems, as well as calligraphy's close connections with painting and poetry. Persistent hands-on practice will be required of all students; course work will include in-class practice, individual/group instruction, reading assignments, and take-home assignments. This class is open to all students and has no language requirement. Due to the course's practicum component, enrollment will be limited by lottery to 10 students.*

*The course can be repeated for credit.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 008. First-Year Seminar: Literary and Cinematic Presentation of Modern China**

*(Cross-listed as LITR 008CH)*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 011. Third-Year Chinese**

*Concentrates on strengthening and further developing skills in reading, speaking, and writing modern Chinese, through a diversity of materials and media.*

*Classes are conducted in Chinese, with precise translation also a component.*

*Prerequisite: CHIN 004 or equivalent language skills.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Ridgway.*

*Fall 2022. Ridgway.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 011A. Third-Year Chinese Conversation**

*This course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including selected movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class. The class is conducted entirely in Chinese.*

*Prerequisite: CHIN 004 or equivalent language skills.*

*0.5 credit.*

*Eligible for ASIA*

*Fall 2021. Wen.*

*Fall 2022. Wen.*

*Fall 2023. Wen.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Li.*

*Spring 2023. Li.*

*Spring 2024. Li.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 012A. Advanced Chinese Conversation**

*This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class. The class is conducted entirely in Chinese.*

*Prerequisite: CHIN 011 and/or CHIN 011A or equivalent language skills.*

*0.5 credit.*

*Eligible for ASIA*

*Spring 2022. Wen.*

*Spring 2023. Wen.*

*Spring 2024. Wen.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Fall 2021. Kong.*

*Fall 2022. Kong.*

*Fall 2023. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 020A. Chinese Business Conversation**

*Humanities.*

*.5 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/Chinese>*

### **CHIN 021. Reading and Writing in Modern Chinese**

*Reading and examination of individual authors, selected themes, genres, and periods, for students with strong Chinese-language proficiency. All readings, writings, and discussions are in Chinese.*

*Prerequisite: CHIN 020 or its equivalent.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

Spring 2022. Kong.

Spring 2023. Kong.

Spring 2024. Kong.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **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. All texts are in English translation, and the class is conducted in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 024. History of Chinese Literature: Fiction and Drama**

*(Cross-listed as LITR 024CH)*

*This course surveys major narrative and genres, forms and works from the Yuan dynasty (1271-1368) through the early twentieth century with an emphasis on fiction and drama. Readings consist of both primary texts in English translation and secondary critical works. Issues to be emphasized include print history and format (including illustration), performance context, the relationship between oral and written, vernacular and classical storytelling, the invention of Chinese literary history as a discipline in the Republican period.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <https://www.swarthmore.edu/chinese>

### **CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change (1949-2005)**

*(Cross-listed as LITR 025CH)*

*The purpose of this course is to introduce to students some fundamental questions underlying contemporary Chinese history through examining literary narratives created from Mainland, Taiwan, and Hong Kong since 1949, mainly those written between the mid-1980s and the 1990s. The selected stories and novels, the most representative and provocative, articulate the historical specificity of ideological dilemma and cultural dynamics, in the imaginary process of dealing with love, politics, sex, morality, economic reform, and feminist issues. Through our textual analysis and discussion, the students will have a better understanding of contemporary Chinese society as well as new developments in literature. All lectures and discussions will be conducted in English, and all readings are in English translation, and no previous preparation in Chinese is required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 027. Nature and the Non-Human in Classical Chinese Tales of the Strange**

*(Cross-listed as LITR 027CH)*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA, CPLT*

*Spring 2022. Ridgway.*

Catalog chapter: *Modern Languages and Literatures: Chinese*  
Department website: <http://www.swarthmore.edu/chinese>

### **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 millennia until earlier this century. Complemented with readings in English about Chinese characters and classical Chinese, this course imparts the principal structures of the classical language through an analytical presentation of the rudiments of the language and close reading of original texts. It is not a lecture course and requires active, regular participation on the part of the student, with precise translation into English an integral component. The course is conducted in English. The course is open to all interested students and has no prerequisites; no previous preparation in Chinese is required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, MDST*

*Spring 2022. Ridgway.*

*Spring 2023. Ridgway.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 036. Women's Literature in Premodern China**

*(Cross-listed as LITR 036CH)*

*Contrary to our stereotypes about the silent, invisible woman of premodern China, women actually wrote and published their work in unprecedented numbers from the late 16th century to the early 20th century. This course will explore the literary and historical significance of this output, which mainly took the form of poetry and prefaces to poetry collections, letters, some drama, and novels in verse, and which was produced primarily by gentry women (e.g. women from elite families), courtesans, and nuns. A central theme will be the place and problem of women's poetry in a male-dominated literary tradition and society. Topics to be addressed include the social function of poetry and women's literary networks, women's relationship to the publishing market as writers, editors, and readers, the forces driving male interest in women's writing at certain historical moments, and the changing ideas about what kinds of styles of past poets should be offered to boudoir poets as a repertoire of available choices to read and imitate.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GSST*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 037. Text and Image: Classical Chinese Poetry and Painting**

*(Cross-listed as LITR 037CH)*

*Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course we will examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, we will see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, we then apply our knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. We will explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war.*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <https://www.swarthmore.edu/chinese>

### **CHIN 052. Chinese Opera and Performing Art**

(Cross-listed as LITR 052CH)

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 055. Contemporary Chinese Cinema: The New Waves (1984-2005)**

(Cross-listed as LITR 055CH, FMST 055)

Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization. All films are English subtitled, and the class is conducted in English.

Humanities.

1 credit.

Eligible for ASIA, CPLT

Fall 2021. Kong.

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 065. Peking Opera and Globalization**

(Cross-listed as LITR 065CH)

By using cultural globalization as an explanatory framework built on the foundation of historical studies, this course enables students to conduct critical and interdisciplinary analysis of Peking opera, a living theatrical tradition commonly considered to be the "national theater" of China. The central question we ask is: How have the cultural dimensions of globalization-transnational flows of technology, media, and popular culture-intensified Peking opera's connection to urban culture, archival digitalization, visual arts, politics of style, Chinese nationalist ideology and intercultural influences in America? Students not only engage with scholarly literature that cuts across different disciplines and genres (including theater anthropology, cultural history, cinema, music, literature, and art history), but also are introduced to a rich body of sources, ranging from photographs to opera films and documentaries. They have the opportunity to learn some basics of singing and movement and conduct field trips to study with Peking opera troupes in the Chinese community in Philadelphia.

No previous knowledge of Chinese literature or culture is required. All texts are provided in English translation.

Humanities.

1 credit.

Eligible for ASIA, GLBL-Paired

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <https://www.swarthmore.edu/chinese>

### **CHIN 086. Chinese Food Culture and Farming: Traditions and Transitions**

(Cross-listed as LITR 086CG, ENVS 052)

While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:

- From food security to food safety - the ecological turn in China's agriculture
- Organic farming in China - challenges and successes of state and private organic farm initiatives
- Ministry plans and China's new farmers
- Regional food traditions
- The role of restaurants in Chinese culture

Recommended: some knowledge of Chinese culture or language

Prerequisite: The course has no prerequisite; some knowledge of Chinese culture or language is preferred but not required.

Humanities

1 credit.

Eligible for ASIA, ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <https://www.swarthmore.edu/chinese>

### **CHIN 087. Water Policies, Water Issues: China/Taiwan and the U.S.**

(Cross-listed as POLS 087, ENVS 037)

Access to fresh water is an acute issue for the 21<sup>st</sup> century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. What role do governments, transnational organizations, corporations, NGOs and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.

Humanities.

1 credit.

Eligible for ASIA, ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 088. Governance and Environmental Issues in China**

(Cross-listed as POLS 088A )

This course examines China's environmental challenges and the range of governmental policies and institutions that have an impact on those challenges. Topics include air pollution, food supply, energy consumption, urbanization, and environmental activism. Special attention will be given to the transformation of Beijing and other major cities, to China's policy-making process, and the role of environmental NGOs and global institutions in shaping domestic policy outcomes. Literary works (Chinese novels and short stories) and feature films/documentary films reflecting environmental issues will be combined with readings from social science and environmental science to provide an interdisciplinary perspective

All required readings/screenings are in English or English translation/subtitled. Chinese language ability is preferred, but not required.

Humanities.

1 credit.

Eligible for ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 089. Tea in China: Cultural and Environmental Perspectives.**

Tea is a longstanding and vital constituent of Chinese culture, and also has had a marked and pervasive presence in other parts of the world. This course will focus on "Tea in China" through three major aspects: the cultural, social, and historical; tea cultivation and the natural environment; and the economies of tea. Literary writings and films will be combined with other relevant readings and audio-visual materials for the class. Tea experts and professionals will offer guest lectures to enhance our understanding of tea from bio-ecological and botanical perspectives. As a component of this interdisciplinary cultural course, students will have the chance to participate in "sipping culture," and will taste major kinds of tea from Mainland China and Taiwan during the semester.

All required readings/screenings are in English or English translation/subtitled. Chinese language ability will be an asset, but it is not required.

Humanities.

1 credit.

Eligible for ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 090. Practicum in Bridging Swarthmore and Local Chinese Communities**

This is a service-learning course. Students are required to provide community service to our neighboring immigrant community-Philadelphia's Chinatown-through an internship with a NPO in order to gain a deeper understanding of the Asian American diaspora and their social issues in



*the context of contemporary global migration. Besides the mandatory community-based service (a minimum of 3 hours per week, excluding transportation time), students will also read academic literature, keep an internship journal and write reflection papers to integrate their learning experience both inside and outside the classroom. The outcome project for this course is to build a digital archive to document the community, individual immigrants and residents, social activities and changes around Philadelphia's Chinatown. The working language in the local NPO office is English, but knowledge of Mandarin or regional dialects is a plus for working with the Chinese American community.*

*Graded CR/NC.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 099. Senior Colloquium**

*0.5 - 1 credit.*

*Eligible for ASIA*

*Spring 2022. Kong.*

*Spring 2023. Li.*

*Spring 2024. Li.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 103. Lu Xun and His Legacy in 20th- Century China**

*This seminar is focused on topics concerning modernity, political/social change, gender, and morality through close examination of intellectuals' responses to the chaotic era reflected in their literature writings in 20th-century China. Literary forms, styles, and changing aesthetic principles are also included for discussion. Literary texts, chosen from Lu Xun to Gao Xingjian, will be analyzed in a social and historical context. All texts are in English translation, and the seminar is conducted in English.*

*Humanities.*

*2 credits.*

*Eligible for ASIA*

*Spring 2023. Kong.*

*Spring 2024. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 108. The Remaking of Cinematic China: Zhang Yimou, Wong Kar-wai, and Ang Lee**

*The seminar focuses on three leading filmmakers, Zhang Yimou, Wong Kar-wai, and Ang Lee, and their cinematic products, which have not only won international praises but also fundamentally reconstructed the national/regional cinemas and tremendously challenged the international film industry. Through Zhang's magic lens, Wong's avant-garde imagination, and Lee's transnational vision, their bold cinematic reconfigurations have been speeding up the transformation of Chinese cinema, and at the same time China itself has been represented in a new light on the world stage. The seminar will explore their impact on the formation of the new wave of Chinese-language films after the mid-1980s and its recent new developments. More importantly, we will cultivate our critical thinking skills and research abilities; and train our eyes to able to read cinematic messages and decode cinematographic patterns.*

*All discussions will be conducted in English, and all films have English subtitles and readings are in English. Knowledge of China and basic film theory are preferred, but not required.*

*Humanities.*

*2 credits.*

*Eligible for ASIA, FMST.*

*Fall 2022. Kong.*

*Fall 2023. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **Classics**

## **CLST 022. Readings in Sanskrit**

*This is an intermediate level course for Sanskrit. Sanskrit is the transregional, transcultural language of erudition in Ancient and Premodern South Asia. Its historical importance cannot be overstated in terms of both linguistic and cultural impact. Its systematic linguistic codification gave birth to the field of linguistics today and its rich diversity of expression led to its use as the language par excellence for the development of a wide range of fields including philosophy, grammar, art, ritual, mythology, statecraft, warfare, amorous play, prosody, aesthetics, drama, and much more. This course will be an intensive reading course diving deeply into a variety of genres of Sanskrit to enable students to be able to read different styles of Sanskrit more comfortably. It will also include a spoken component to engage with the language more naturally and to enhance students' fluency and comfort with reading.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Spring 2022. Khanna.*

*Spring 2023. Khanna.*

*Spring 2024. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 023. Introduction to Sanskrit**

*A basic introduction to the pronunciation, grammar, and vocabulary of Sanskrit, in preparation for reading. No prerequisites. This course plus either CLST 022 Readings in Sanskrit or CLST 024 Sanskrit Grammar fulfills the language requirement.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Khanna.*

*Fall 2022. Khanna.*

*Fall 2023. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 024. Sanskrit Grammar**

*LING 024*

*This course is designed to help students appreciate the grammar system of Sanskrit as codified by the great grammarian Pāṇini (5th century BCE), whose system has been called the "greatest monument to human intelligence" (G. Cardona). In this course, students will first be exposed to basic features of the Sanskrit language, followed by a study of the grammar system of Pāṇini, and, by the end of the semester, readings in Sanskrit. This course is open to all students interested in learning Sanskrit. No prior knowledge is necessary. It is also open to students who took CLST 023 in Fall 2018, as a continuation of the first class, but following a different parallel stream of learning Sanskrit. This course, taken with CLST 023 Introduction to Sanskrit, fulfills the language requirement.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2023. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 028. Origins of Indic Thought**

*PHIL 038*

Origins of Indic Thought is designed to give students a foundation in various major philosophical schools that have emerged in the Indian subcontinent by studying their origin stories. These schools include Buddhism, Jainism, Sāṅkhya, Yoga, Nyāya-Vaiśeṣika, Vedānta, and Sikhism. Students will learn

the fundamental arguments that each school makes and understand the ongoing conversation between the various schools about the nature of and relationship between the Self, the World, and God.

*Prerequisite: See PHIL 038 description; prerequisite for PHIL credit only.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **CLST 029. Mythology of India**

*Stories are one of the foremost narrative tools in Indian society. Characters including gods, sages, kings, and the like are often used to present morals, virtues, and a blueprint for living a civilized life. Stories from ancient Indian texts and oral culture find their way into modern Bollywood dramas, soap operas, comic books, novels, music, and countless other Indian media. In modern Indian political discourse, these characters are often used as examples for what should and should not be done. Beyond India, Hindu gods and goddesses can be seen in art, architecture, Hollywood, TV shows, album covers, and more. At the same time, there are countless stories from the various cultures in India that are untold in popular media, with differing perspectives, deviant morals, and contrary visions of the world.*

*This course will broadly sample mythological narratives in India from Vedic times until the present. This will include dominant Hindu cultural stories, but also stories of minority cultures existing within India such as those of Dalits, Adivasis, and other religious traditions in oral, textual, visual, and performative forms. Discussion about the stories we encounter will give students the opportunity to problematize and complexify their understanding of terms like "myth," "religion," "culture," and "history."*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 030. Caste and Power**

*In this course, we will critically analyze caste as a hierarchy of human beings through a study of theory, history, religion, and law in South Asia and the South Asian diaspora. We will approach caste from an intersectional perspective, understanding its relationship with other modes of oppression such as race, gender, color, and class. We will understand its religious underpinnings in Hinduism, but also how it permeates into other religious traditions in the South Asian context, which is then translated to communities in the diaspora.*

*We will proceed to study the relationship between caste and race in America, challenging our own preconceived notions about racial injustice and developing a lexicon for articulating its relationship to caste injustice, as well as engaging with the meaning of allyship.*

*Through this course students will learn to be more critical in their readings and articulations of their positions on power in general, particularly in the context of caste. This course aims to foster an inclusive environment in which to discuss, in as open a way, crucial issues related to caste, power, and justice.*

*Humanities.*

*1 credit.*

*Fall 2022. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 031. Consciousness: Sanskrit Perspectives**

*The study of "consciousness" has been of interest to scientists, philosophers, and laypeople alike for millennia. Its intangible nature, however, has made consciousness difficult to define. How can we describe something that we cannot perceive with our senses? We can know what it is like to perceive, and what it is like to have consciousness, but it has proven difficult to actually pinpoint with a measure of certainty what consciousness actually is. Over time, thinkers from around the world have offered different theories of consciousness. This course will study theories that arose from the intellectual milieu of the Indian subcontinent from Vedic times to the present. What is consciousness? How can we study it? What is its relationship to our bodies? Is there a self? What is our relationship to the world? We will discuss these questions and more*

by reading source texts in translation and secondary literature from different ancient, medieval, pre-modern, and modern South Asian philosophical schools including Buddhist, Hindu, Jain, Sikh, and Sufi philosophies.

Humanities.

1 credit.

Spring 2023. Khanna.

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

## **CLST 102. Capstone: Sanskrit and Greek Epic**

Epic literature is integral to the cultures of ancient India and ancient Greece. This course will critically analyze selections of Sanskrit and Greek epics, comparing the two using a variety of criteria, including but not limited to themes, character development, morality, language, aesthetics, and ornamentation.

Humanities.

2 credits.

Eligible for ASIA, CPLT

Spring 2022. Khanna. Lefkowitz.

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

## **Dance**

### **DANC 025A. Dance and Diaspora**

(Cross-listed as ANTH 020J)

How do we locate competing claims of globalization, place-ness, and hybridization of cultural identity in a single frame? Dance offers an unconventional but powerful frame for studying such competing claims of identity formation. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa, and Latin America, we will examine the trajectories of the global and the local in constructing identity and difference. Students will engage with theories on nationalism, transnationalism, and globalization, as well as embodiment and experience. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power, all of which inform and continue to reshape these cultures and their dance forms.

The primary goal for this course is to develop an understanding of cross-cultural identity and difference through the study of dance in contemporary society. The readings will introduce students to the constructed nature of cultural traditions and the contested nature of cultural identities. The writing goals are to teach students how to read critically and write within the disciplines of Anthropology, Dance/Culture Studies, Black Studies, and Global Studies. This course is eligible for credit towards a major or minor in Black Studies.

This is a reading and writing intensive course.

Humanities.

Writing course.

1 credit.

Eligible for ASIA, BLST, GSST, GLBL-Core

Fall 2021. Chakravorty.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 038. Performing Ecstasy Dancing the Sacred**

(Cross-listed as RELG 042)

By locating the sacred in the experiences of ecstatic dance and music, the course will specifically examine the evolution of Bhakti (Hindu) and Sufi religious practices from ritual to performance art. By exploring the sacred in relation to social processes of culture and their transformations, it will connect the sacred not only to history, tradition, ritual, spirituality and subjectivity but also to national identity, commodity and tourism in contemporary culture.

This is a reading and writing intensive course.

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: *Music and Dance: Dance*  
Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 046. Dance Technique: Kathak**

*This class introduces the hot rhythms (/talas/) and the cool emotions (/rasa/s) of the Indian classical dance art: Kathak. The dancing involves high energy, rapid turns, and fast footwork as well as movement of eyes, hands, neck, and fingers. This syncretic dance style from north India draws on Hindu and Muslim cultural traditions (Bhakti and Sufi) and forms the raw material for the global-pop Bollywood dance. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies.*

*Open to all students. No prior dance experience is required.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for ISLM, ASIA*

*Fall 2021. Green.*

*Fall 2022. Staff.*

Catalog chapter: *Music and Dance: Dance*

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 049D. Dance Performance Repertory: Swarthmore Taiko Ensemble**

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*Taiko is an energetic neo-folk drumming art stemming from Japan and its postwar diaspora. Emphasizing choreographic, embodied approaches to Taiko, as an ensemble we learn contemporary and folk-based repertory from Japan and the international Taiko community, culminating in end-of-semester performances. Through Taiko, we hone intense physicality and musicianship, perseverance, mindfulness, cooperation, responsibility, creativity, and an appreciation for Japanese and Asian American cultures.*

*No prior experience required.*

*A dance technique course, such as DANC057 Taiko I, taken concurrently is highly encouraged but not necessary.*

*Video viewings, readings, and performance participation.*

*2 PE or 0.5 academic credit (1~2 short papers)*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for ASIA*

*Fall 2021. Small.*

*Spring 2022. Small.*

*Fall 2022. Small.*

*Spring 2023. Small.*

*Fall 2023. Small.*

Catalog chapter: *Music and Dance: Dance*

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 049F. Dance Performance Repertory: Kathak**

*This is a moderate level technique course on Kathak. We will work on teen tala or metrical scale of sixteen beats to learn complex rhythmical structures called bols. The various patterns of bols such as tukra, tehai and paran will also be explored. The two aspects of Kathak technique nrnta (abstract movement) and nritya (expressive gestures) will be used for a final composition.*

*The final composition will be presented in a scheduled student dance concert.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: DANC 046 or prior knowledge of any classical Indian dance forms.*

*0.5 credit or P.E.*

*Eligible for ASIA*

Catalog chapter: *Music and Dance: Dance*

Department website: <http://www.swarthmore.edu/dance-program>

## **DANC 057. Dance Technique: Taiko I**

*Taiko I introduces us to Taiko drumming, an energetic neo-folk art stemming from Japan and its postwar diaspora. Taiko emphasizes drumming as choreographic and embodied. Through games, drills, and repertory excerpts focused on kata/form and upper-lower body coordination, we will simultaneously cultivate physical and musical skills grounded in Japanese and international Taiko culture and history.*

*Possible video viewing and performance attendance.*

*2 PE or .5 academic credit (2 short papers)*

*Graded CR/NC.*

**Recommendations:** *Students already enrolled in DANC 049D. Swarthmore Taiko Ensemble (also known as Dance Repertory: Taiko) are highly encouraged wherein possible to take this course concurrently, or, as a means of maintaining proficiency if intending to re-enroll in the ensemble course in a later semester.*

*0.5 credit or P.E.*

*Eligible for ASIA*

*Fall 2021. Small.*

*Spring 2022. Small.*

*Fall 2022. Small.*

*Spring 2023. Small.*

*Fall 2023. Small.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

## **DANC 079. Dancing Desire in Bollywood Films**

*(Cross-listed as ANTH 079B)*

*This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance, and film and media studies.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, FMST, GSST*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

## **DANC 079A. Screening Bollywood Film**

*Recent shifts in the representation of the "erotic" in Bollywood dances have transformed the past representations of gender and sexuality in Bollywood cinema. The course will explore the shifts in sexuality and gender constructions from national to transnational symbols through the songs and dances (item numbers) in Bollywood cinema and its most visible media platform, T.V Reality Shows. We will explore this through viewing and analyzing select screen performances in three parts: First, we will examine the place of the erotic in reconstructing gender and sexuality from past notions of romantic love (associated with ghazal songs or classical and folk dances) to desires for commodity. Second, we will explore the aesthetic shifts from the traditional song and dance repertoire to trendy MTV-inspired moves. We will examine how transnational images of commodity production intersect with sexuality, desire, spirituality, and modernity in these screen dances. This course will explore the song and dance sequences through video-viewing and studio work (with a Bollywood choreographer) as well as reading a few key texts. The list of videos will be included in the final syllabus.*

*This is a half semester course beginning the second half of the semester.*

*0.5 Credit.*

*Eligible for ASIA, GSST*

*Spring 2022. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

## Economics

### **ECON 051. International Trade and Finance**

*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.*

*Prerequisite: ECON 011 and ECON 021.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA ,PEAC, GLOBL-core*

*Fall 2021. Wang.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 081. Economic Development**

*A survey covering the principal theories of economic development and the dominant issues of public policy in low-income countries. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, BLST, PEAC, GLOBL-core*

*Spring 2022. O'Connell.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 083. East Asian Economies**

*This course will provide an overview of the East Asian economy and the economic inter-dependencies that characterize the region. After providing an understanding of the factors that have made East Asia the most dynamic in the world economy, current challenges of the region will be given particular attention. Topics that will be addressed include: economic growth in East Asia; trade and economic growth; the East Asian trade-production network; East Asia's role in global imbalances; the Asian financial crisis; financial cooperation in East Asia; monetary cooperation in East Asia; East Asia's role in global economic governance; inequality in East Asia; demographic challenges of East Asian countries; environmental challenges and the move to sustainable economics.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ASIA, GLOBL-Paired*

*Spring 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **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.*

*Prerequisite: ECON 011 and ECON 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, PEAC, GLOBL Core*

*Fall 2021. Wang.*

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **ECON 181. Economic Development**

*The economics of long-run development in Africa, Asia, and Latin America. We cover the leading theories of growth, structural change, income distribution, and poverty, with particular attention to development strategies and experience since World War II. Topics include land tenure and agricultural development, rural-urban migration, industrialization, human resource development, poverty targeting, trade and technology policy, aid and capital flows, macroeconomic management, and the role of the state. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience.*

*Prerequisite: ECON 011, ECON 021, and either ECON 031, STAT 011, or STAT 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, BLST, PEAC*

*Fall 2021. O'Connell.*

*Spring 2023. Staff.*

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **English Literature**

### **ENGL 047B. Alternate War Histories of Asia/America**

*In what ways do cultural disparities and conflictual historical experiences lead to not only different perceptions of reality but in fact multiple realities? Anchored in two wars-World War II, from which the US emerged as a world power, and the Vietnam War, the first televised war and America's "unwinnable war"-this course focuses on Asian/American entanglement and the worlds to which it gives rise. There are multiple Japans that emerged in World War II: the empire that might have conquered the US, as imagined in the alternate history of *The Man in the High Castle*; the lost land of origin that has brought trauma on its "heirs," the Japanese interned by the US; the Japan experienced by comfort women in Asia. Similarly, the story of the Vietnam War has been told almost exclusively from an American viewpoint. Yet *The Sympathizer* promises to tell another story: not only of the US in Vietnam as seen by the Vietnamese but of the Vietnamese in America, indeed of two Vietnams. What might we learn from alternate (hi)stories about the political functions and ontological power of narrative? Texts may include *The Man in the High Castle*, *No-No Boy*, *Comfort Woman*, *The World at War*, *Cold War*, *Apocalypse Now*, *Vietnam War protest poetry*, *The Sympathizer*, *Night Sky with Exit Wounds*, *We Should Never Meet*, *Forgetting Vietnam*, *Maya Lin*, and the *Vietnamese Oral History Project*, along with theoretical texts on war and reality. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GLBL-paired, PEAC.*

*Fall 2021. Ku.*

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 047D. Southeast Asian Literature in English**

*In traditional terms the part of the world between China and India, Southeast Asia lies at a global crossroads where the giants of the continent have historically spread their influence and where the East met the West due to the European scramble for "the (East) Indies." Its position at these borderlands has made Southeast Asia one of the world's most diverse, but also liminal, sites, as indicated by its elision in history and literary studies (including in postcolonial studies, if not as much in area studies). Given the minor role to which it is relegated in the world and in Asia, how does the history of Southeast Asia get narrated in its literature-in particular, in literature written in or translated into English, the postwar lingua franca? This course charts modern Southeast Asian history through literature from or about its different periods-from the colonial era to the world between the wars to independence to the contemporary time. In the process, we will examine the literary strategies invented and adopted by locals to tell their (version of) history as well as the language of transmission-a language that, as it becomes more and more universal, might efface the very thing for which we are looking. Readings will come from mainland and maritime Southeast Asia as well as the diaspora and may include *Dumb Luck*, *The Harmony Silk Factory*, *A Portrait of the Artist as Filipino*, *Only a Girl*, *Insurrecto*, *Virtual Lotus*, and *A/PART*.*

*20th/21st c.*

*Humanities.*



1 credit.

Eligible for ASIA, GBLB-paired

Spring 2022. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 065. Asian American Literature**

*How does Asian American literature function as the site of key debates about ethnic and national identity? This course explores Asian American cultural production over the past 50 years, beginning with Flower Drum Song (1961), the first Hollywood film starring an all-Asian American cast, and ending with the Pulitzer Prize winning author Jhumpa Lahiri's short stories. Authors include Maxine Kingston, Chang-Rae Lee, David Henry Hwang, and Theresa Hak-Kyung Cha.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 066. In/Visible: Asian American Cultural Critique**

*Popular representations of Asian Americans frame this immigrant group as either invisible (unseen and unheard) or hypervisible (as "yellow peril" or "terrorist"). By contrast, the writers, scholars, and artists that we will examine in this class challenge such linear narratives, and create new futures of Asian America. This class will highlight critical theories of race and ethnicity in relation to a wide range of textual forms: literature, performance, visual culture. Students will also collaborate, when possible, with Asian American arts organizations in the Philadelphia area.*

Prerequisite: ENGL 065, 19th/20th Century English course

INTP, GSST, FMST classes will also be considered.

Eligible for ASIA, GSST, ESCH

### **ENGL 077. South Asians in America**

*This class surveys a century of migration from the Indian subcontinent to the United States. Two questions will guide our readings and discussion: First, what does it mean to identify as South Asian? Second, how do new ethnic identities expand our understanding of what it means to be American? In this interdisciplinary class, we'll read Pulitzer Prize winning authors Jhumpa Lahiri and Ayad Akhtar; discuss what it means to identify as "brown" or "Muslim" after 9/11; and explore the lives of South Asian teenagers in Silicon Valley; political activists in New York City; and workers and artists nationwide. Throughout our readings, we will explore how ethnicity is shaped by differences of gender, religion, sexuality and class.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **Environmental Studies**

### **ENVS 052. Chinese Food Culture and Farming: Traditions and Transitions**

(Cross-listed as CHIN 086, LITR 086CG)

*While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:*

- *From food security to food safety - the ecological turn in China's agriculture*
- *Organic farming in China - challenges and successes of state and private organic farm initiatives*
- *Ministry plans and China's new farmers*
- *Regional food traditions*
- *The role of restaurants in Chinese culture*

*Prerequisite: Some knowledge of Chinese culture or language is preferred but not required.*

*1 credit.*

*Eligible for ENVS, ASIA*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## Film and Media Studies

### **FMST 047. Race and Media Studies**

*This course interrogates the foundational role of race in the development of modern technologies and media theory. Moving across different periods and media formations, we will address how race as a social category and cultural fantasy has been materialized through specific film technologies, representational norms, and institutional networks. At the same time, we will also look at a range of films and television shows that challenge protocols for constituting race as an object of knowledge and control.*

*Humanities.*

*1 credit.*

*Fall 2022. Staff.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 055. Contemporary Chinese Cinema**

*(Cross-listed as CHIN 055)*

*Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CHIN, FMST*

*Fall 2021. Kong.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## History

### **HIST 001N. First-Year Seminar: Chinatowns: Then & Now**

*Chinatowns have long been a fixture of urban life, serving as a haven for workers fleeing anti-Asian violence, a home for immigrant families, and a hub for tourism. This course will focus on the histories and contemporary conditions of Chinatowns in major U.S. cities, though we will also discuss the development of suburban Chinatowns and Chinatowns around the world. We will explore questions including: what spurred the development of Chinatowns? What purpose do they continue to serve, and for whom? What has been their role in Asian American, American, and urban history?*

*Social Sciences.*

*Writing.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Truong.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

## **HIST 009A. Premodern China**

*This course surveys the history of premodern China. Thematic focus and content will vary.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Spring 2023. Chen.*

*Fall 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 009B. Modern China: Reformers, Revolutionaries, and Rebels**

*This course is an introduction to the intellectual, social, and economic forces that shaped the history of modern China. We will rely heavily on primary sources as we try to reconstruct the plural, contradictory, and fluid ways in which Chinese intellectual and political leaders viewed themselves as "modern."*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 010. Asian American History**

*This course explores how "Asian America" came to be. We will begin with the historical experiences of Asians in the U.S., examine the origins of the term "Asian American" in the movements of the 1960s and 1970s, and consider its current contested usage as a demographic category.*

*Social Sciences.*

*1 credit.*

*Eligible for ASIA*

*Fall 2022. Truong.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

## **HIST 060. The East India Company, 1600-1857**

*The course explores the history of the East India Company, paying special attention to the 18th century and attending to how the history of the East India Company engages questions of capitalism, empire, race, justice, and modernity.*

*Prerequisite: A HU or SS course within TriCo.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Fall 2023. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 061. From the Ocean to the River: Spaces of Global History**

*How would our picture of global history change if we shifted the central unit from oceans to rivers? In this course, we will explore this question from multiple angles, centering our inquiry around a set of questions raised by the intertwined histories of the Indus and Mississippi rivers in the mid-19th century. Literary sources, works of cinema and primary sources will enrich our inquiry.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, ENV5*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 075. Craft and Technology in China**

*This course explores the history of craft and technology in China. Through an examination of different industries, including ceramics, weaving and dyeing, printing, and paper-making, we will engage with broader questions about the role of expertise, skill, and the production of technical knowledge in Chinese history.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 077. Fashion: Theory and History**

*This course traces the historical development of fashion systems and fashion theory, with a special focus on East Asia. Using textual, visual, and material sources, we will explore historical representations of dress, the politics of dress, fashion and the body, and consumption and modernity.*

*Prerequisite: A history course or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 078. China, Capitalism, and Their Critics**

*This course examines the creation of a discourse centered on the relationship between China, a nation with distinct cultural characteristics, and capitalism, conceived of as an economic system specific to European social formation.*

*Prerequisite: A history, sociology, or anthropology course, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 145. Women and Gender in Chinese History**

*This seminar explores the theoretical frameworks and multiple methodologies that have been applied to the study and interpretation of women and gender in late imperial and modern China (1700-1980s). Our primary aim is to understand the relationship between the construction of gender (in particular, the formation of "woman" and "man" as fixed and normative subjects) and the writing of Chinese history.*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, GSST*

*Spring 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Japanese**

### **JPNS 003. 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. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001-JPNS 002.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Fall 2021. Staff, Staff.*

*Fall 2022. Staff, Staff.*

*Fall 2023. Staff, Staff.*

Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 004. Second-Year Japanese**

*Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001-JPNS 002.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Spring 2022. Bundschuh. Jo.*

*Spring 2023. Staff. Staff.*

*Spring 2024. Staff. Staff.*

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 007. Chinese/Japanese Calligraphy**

*(Cross-listed as CHIN 007)*

*Calligraphy is the art of beautiful handwriting. This course will introduce students to the importance of calligraphy in East Asian Culture. In addition to being a valuable cultural skill, calligraphy is also a process of self-cultivation and self-expression, which reflects the mind-set of the writer. Thus, students will have the opportunity to learn Chinese/Japanese characters not only as linguistic symbols but also as cultural emblems and as an art form. Course objectives include learning to appreciate the beauty of Chinese/Japanese calligraphy, experiencing calligraphy by writing with a brush and ink, and studying various philosophies of calligraphy. In addition to learning several different calligraphic scripts, students will be introduced to the origin, evolution, and aesthetic principles of the Chinese and Japanese writing systems, as well as calligraphy's close connections with painting and poetry. Persistent hands-on practice will be required of all students; course work will include in-class practice, individual/group instruction, reading assignments, and take-home assignments. This class is open to all students and has no language requirement. Due to the course's practicum component, enrollment will be limited by lottery to 10 students. Students who are also enrolled in ARTH 034 (Colloquium: East Asian Calligraphy) will receive priority in the lottery.*

*Can be repeated for credit.*

*0.5 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 008. Extensive Reading in Japanese**

*This course will offer students an opportunity to develop their Japanese readings skills through free readings of Japanese materials (stories, non-fiction, manga, etc.) gathered at McCabe Library. The course will follow the Extensive Reading or Graded Reading methodology, which encourages students to build their reading ability through exposure to a broad variety of texts with minimal use of dictionaries, with the assistance and supervision of the Japanese instructor. The course is open to all students of Introduction to Japanese (JPNS 002) level and above.*

*0.5 credit.*

*Eligible for ASIA*

*Spring 2022. Jo.*

*Spring 2023. Jo.*

*Spring 2024. Jo.*

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 012. Third-Year Japanese**

*These courses aim to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. They will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. These courses will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.*

*Prerequisite: JPNS 004 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the Placement Exam.*

*Recommended: Concurrently with JPNS 012A; provides additional opportunities for application and extension of newly acquired skills.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 012A. Japanese Conversation**

*This course aims to improve students' command of spoken Japanese at the intermediate level.*

*Can be repeated for credit.*

*Prerequisite: Completion of JPNS 004 or permission of the instructor.*

*0.5 credit.*

*Eligible for ASIA*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 013. Third-Year Japanese**

*These courses aim to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. They will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. These courses will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.*

*Prerequisite: JPNS 012 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Recommended: Concurrently with JPNS 013A; provides additional opportunities for application and extension of newly acquired skills.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Suda.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 013A. Readings in Japanese**

*This course aims to improve students' intermediate-advanced reading skills, while introducing them to the world of Japanese literature in the original. We will examine texts in various genres, such as personal essays, short stories, folk tales, manga, haiku, and free-verse poetry, and discuss the distinctive features of each genre as well as the cultural context for each work. Readings and discussion will be in Japanese.*

*Can be repeated for credit.*

*Prerequisite: Completion of JPNS 012 or permission of the instructor.*

*0.5 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 018. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

*(Cross-listed as LITR 018FJ, FREN 018)*

*This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 019. Fourth-Year Japanese**

*This fourth-year level course aims to develop students' advanced language proficiency in reading, writing, listening, and speaking, through examination and discussion of a variety of authentic materials on selected topics such as literature, language, history, education and society. Readings and discussion will be in Japanese.*

*Prerequisite: JPNS 013 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 020. Fourth-Year Japanese**

*This fourth-year level course aims to develop students' advanced language proficiency in reading, writing, listening, and speaking, through examination and discussion of a variety of authentic materials on selected topics such as literature, language, history, education and society. Readings and discussion will be in Japanese.*

*Prerequisite: JPNS 019 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Humanities*

*1 credit.*

*Eligible for ASIA.*

*Spring 2022. Jo.*

*Spring 2023. Jo.*

*Spring 2024. Jo.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 022. Introduction to Japanese Linguistics**

*(Cross-listed as LING 022)*

*This course introduces various aspects of Japanese linguistics, such as Japanese phonetics, phonology, morphology, syntax, and pragmatics. Through obtaining theoretical insights on the structural organization of the Japanese language and examining linguistic data, the course aims to broaden students' knowledge of the structural aspects of the language and to cultivate their ability to analyze linguistic facets of Japanese communicative culture.*

*In class, we will go over the main concepts and data analyses from weekly readings and discuss relevant data, questions, and counter-examples, while going over study questions and exercises. Students are encouraged to share their own experiences and compare the Japanese linguistic structures and communicative practices with those of English and other languages.*

Students who take this class will develop their understanding of the differing layers of the Japanese language by solving concrete linguistic problems, enhance their ability to learn new grammatical structures in the Japanese language by analyzing them linguistically, and receive guidance in producing an objective linguistic analysis of a facet of the Japanese language.

Readings and discussion will be in English.

Prerequisite: Completion of JPNS 001 or permission of the instructor.

Humanities.

1 credit.

Eligible for ASIA

Spring 2022. Bundschuh.

Spring 2024. Bundschuh.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

## **JPNS 024. Japanese Film and Animation**

(Cross-listed as LITR 024J, FMST 057)

This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.

Humanities.

1 credit.

Eligible for ASIA, CPLT

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <http://www.swarthmore.edu/japanese>

## **JPNS 036. Environment, Cultural Memory, and Social Change in Japan**

(Cross-listed as PEAC 036, ENVS 047)

This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.

Humanities.

1 credit.

Eligible for ASIA, GLOBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner. Crossan.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

## **JPNS 033. Tokyo Central: The Metropolis in Modern Japanese Literature and Film**

(Cross-listed as LITR 033J)

This course aims to equip students to recognize and contextualize changing concepts of self and individual identity, family, community, and labor as represented in literature and film narratives depicting the urban center of modern Japan: Tokyo. Brief lectures on literary historical and historical contexts will precede guided discussions of literary texts and films. Students will be asked to consider, compare, and contrast representations of Tokyo and its inhabitants over time, using close reading, historicization, and visual critical strategies from film studies. In discussions we will also treat Tokyo's relationship to the nation of Japan, other Japanese regions, East Asia, and the world. We will further assess how the course texts represent shifting views and experiences of the urban populace regarding family roles, romance, marriage, gender roles, socio-economic class and social status, social responsibility, consumerism, and leisure over the course of Japan's modern history, from the late 19th century through to the present.

Humanities.



*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 035. Narratives of Disaster and Rebuilding in Japan**

*(Cross-listed as LITR 035J, ENVS 051)*

*This course will explore documentary and fictional representations of the modern Japanese landscape and cityscape in crisis, with special attention to the role of the March 2011 earthquake, tsunami, and nuclear disaster as a catalyst for change in contemporary Japan.*

*Documentaries and fictionalizations of the 2011 "triple disaster" reignited debates over cultural trauma and the ethics of representing disaster.*

*Through the study of literature, film, and critical discourse, we will examine the historical and cultural implications of such famous 20th-century disaster narratives as *Godzilla* and *Japan Sinks*, as well as the latest writing and films from Japan, in the context of public debates about safety, sustainability, and social change after the March 2011 tsunami and nuclear disaster. Readings and discussion will be in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 041. Fantastic Spaces in Modern Japanese Literature**

*(Cross-listed as LITR 041J)*

*As Japanese society has transformed rapidly in the 20<sup>th</sup> 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 story-telling 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 mysteries by such authors as Tanizaki Junichirō, Edogawa Rampo, Kurahashi Yumiko, and Murakami Haruki. Readings are in English; no previous background in Japanese language or culture is required.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 042. Language Policy and Planning in Japan**

*Language policy and planning is a fundamental aspect of society: it has the potential to enrich the quality of human lives or impose great conflicts and struggles in our everyday lives. Despite its image of homogeneity, Japanese society has a much linguistic diversity and a great number of linguistic minorities, including indigenous groups and immigrants; however, it is questionable if the society has provided a systematic support to maintain this diversity. Japan is also constantly facing the need to improve its language education, although, arguably, the attempts so far have been rather unsuccessful. This course aims to understand the current state of Japanese society in light of these political issues relevant to Japanese language. While learning the basic notions and theoretical approaches in language policy, the course will cover topics including historical aspects of language policy in Japan, linguistic minorities in Japan, legal issues of languages in Japan, and issues regarding Japanese language education as well as foreign/second/ heritage language education. Throughout the course, students are encouraged to critically consider the politics of using their own language as well as Japanese.*

*Readings and discussion will be in English. Some knowledge of Japanese is recommended but not required for this course.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <https://www.swarthmore.edu/japanese>*

### **JPNS 073. Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature**

*Cross-listed with LITR 073J*

*This seminar-style course will challenge the myths of Japanese ethnic homogeneity and cultural isolation and will explore how modern "Japanese"*

literature crosses national and cultural borders. Topics to be examined include Japanese authors writing from abroad, colonial and postcolonial literatures, migration and writing in the Japanese diaspora, and the writings of ethnic minorities in Japan, including writers from Okinawa and Japan's resident Korean community. Readings and discussion will be in English but students with reading knowledge of Japanese will be encouraged to read works in the original.

Humanities.

1 credit.

Eligible for CPLT, ASIA, INTP, GBLB-paired.

Fall 2021. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

## **JPNS 075. Japanese Modernism**

(Cross-listed as LITR 075J)

A lively and cosmopolitan modernist literature and art scene thrived in early 20th Century Japan, as cities such as Tokyo and Osaka grew rapidly, and writers and artists established connections with their counterparts across the globe. During the same decades, stylish "modern girls" and "modern boys" in Japanese cities were hailed in the press as avatars of newly liberated lifestyles and fashions, or derided by conservatives as the dupes of corrupt Western influences. This course will explore Japanese modernist literature, its global connections, and its social context, using a seminar format. Topics include: Japanese avant-garde literature, film, and art; gender, sexuality, and modernism; the politics and aesthetics of "modern" life and lifestyles; socialist and anarchist literature; "ero-guro-nonsense" as subversive literature; wartime censorship and propaganda; and Japanese influences on global modernisms. Readings and discussion will be in English; students with advanced Japanese reading ability are encouraged to read the texts in the original.

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

## **Music**

### **MUSI 002C. Taiko & Asian American Experiences**

(cross-listed as DANC 003)

In this course we will examine the origins of Taiko drumming in Japan and consider how the tradition has developed in North America over the past four decades. We will discuss the role of Taiko drumming in the Asian American Movement, explore different styles of contemporary Taiko in Asian America, and gain basic drumming competency. Through the integration of academic and performance study we will consider and experience Taiko drumming as a prominent and dynamic Asian American performing art. Open to all students without prerequisite. No prior performance or musical background is required.

Humanities.

1 credit.

Eligible for ASIA, Lang Engaged Scholarship

Spring 2022. Ouyang.

Spring 2023. Ouyang.

Spring 2024. Ouyang.

Catalog chapter: *Music and Dance: Music*

Department website: *Music and Dance: Music*

### **MUSI 008A. Music & Mao: Music and Politics in Communist China**

(Cross-listed as SOAN 020E)

In this course we will examine music in post-1949 China with particular emphasis on cultural and political trends of the 20th and 21st century. We will consider cultural policies of the Communist Party of China and influential interactions with other countries inside and outside of Asia. Though focusing primarily upon music, discussion will also include visual arts, dance, and theater.

1 credit.

Eligible for ASIA

Catalog chapter: *Music and Dance: Music*

Department website: <https://www.swarthmore.edu/music>

### **MUSI 030. Music of Asia**

*An introduction to selected musical traditions from the vast diversity of Asian cultures. Principal areas will include classical music of India, Indonesian gamelan from Bali and Java, ritual music of Tibet, ancient Japanese court music, Turkish classical music and others. These music will be studied in terms of their technical and theoretical aspects as well as their cultural/philosophical backgrounds. Western musical notation and terminology, including scale types and intervals, will be used. This course fulfills the World Traditions component of the music major. Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 031. Music and Culture in East Asia**

*This course examines music and culture in East Asia with a focus on a selection of contemporary case studies. The course is divided into three units of China/Taiwan/Hong Kong, Japan, and Korea. Each unit will begin with an introduction to leading musical traditions of the area including main instruments, ensemble, and musical genres. We will then closely examine case studies from the 20<sup>th</sup> and 21<sup>st</sup> centuries with attention to music and significant social, political, and historical contexts. Students will develop critical reviews of scholarly articles and facilitate class discussions based on assigned reading and listening materials. Additional coursework includes performance workshops, reading, and listening.*

*Next offered Fall 2023.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GBLB-Paired*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

### **MUSI 042. Chinese Music Ensemble**

*Performance of traditional and contemporary music from different regions of China and the Chinese Diaspora. Students perform on traditional Chinese instruments including the guzheng (zither), erhu (bowed fiddle), pipa (plucked lute), yangqin (hammered dulcimer), dizi (flute), and percussion. Students will choose 1-2 instruments to focus on for the semester based on instrument availability, interest, repertoire, and ensemble needs. Students with no prior musical experience (of any tradition) are welcome to attend the first rehearsal and discuss your interests with Professor Ouyang.*

*Instruments will be provided by the Department and the class will present a public performance at the end of the semester. Weekly rehearsals in Lang #415, plus an additional 30 minutes per week in smaller groups ("sectional").*

*Graded CR/NC.*

*0.0 or 0.5 credit*

*Eligible for ASIA*

*Fall 2021. Ouyang. Wang.*

*Spring 2022. Ouyang. Wang.*

*Fall 2022. Ouyang. Wang.*

*Spring 2023. Ouyang. Wang.*

*Fall 2023. Ouyang. Wang.*

*Spring 2024. Ouyang. Wang.*

*Department website: Music and Dance: Music*

### **MUSI 049A. 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 or 0.0 credit.*

*Eligible for ASIA*

*Fall 2021. Whitman. Suadin.*

*Spring 2022. Whitman. Suadin.*

*Fall 2022. Whitman. Suadin.*

Spring 2023. Whitman. Suadin.  
Fall 2023. Whitman. Suadin.  
Spring 2024. Whitman. Suadin.  
Catalog chapter: Music and Dance: Music  
Department website: <http://www.swarthmore.edu/music>

## Linguistics

### LING 033. Introduction to Classical Chinese

(Cross-listed as CHIN 033)  
This course counts for distribution in humanities under the chinese rubric and in social sciences under the linguistics rubric.  
Social Sciences.  
1 credit.  
Eligible for ASIA, MDST  
Spring 2022. Ridgway.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

### 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.  
Prerequisite: LING 050 and LING 045 or LING 052 or permission of the instructor.  
Social sciences.  
1 credit.  
Eligible for ASIA, COGS  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

### LING 068. Structure of Kyrgyz

Kyrgyz is a Turkic language which is spoken throughout the Tien-Shan mountains and surrounding areas of Central Asia and has been influenced by Mongolian, Persian, Arabic, and Russian.  
Students will examine all main areas of Kyrgyz grammar, with a focus on the major phonological, morphological, and syntactic structures of the language. Some of the topics we'll look at in depth include vowel harmony, sonority effects across syllable boundaries, morphological and syntactic strategies for using one part of speech as another, and intricate systems for marking tense, aspect, mood, voice, and evidentiality. We'll also talk about historical and contemporary social and cultural contexts for the language.  
Assignments and class activities will involve hands-on exploration of primary and secondary printed and digital materials and interaction with Kyrgyz speakers, with the aim of building students' skills in linguistic analysis and reasoning, as well as their understanding of the range of perspectives involved in linguistic study of a language and the community it's used in.  
Prerequisite: Any two of LING 001, LING 045, LING 050, LING 052, or permission of the instructor.

Social sciences.  
1 credit.  
Eligible for ESCH, ASIA.  
Spring 2022. Washington.  
Catalog chapter: Linguistics  
Department website: <https://www.swarthmore.edu/linguistics>

### LING 073. Computational Linguistics

(Cross-listed as CPSC 013 )

This course explores the possibilities for creating computational resources for languages for which vast collections of text don't exist. Students will choose a language lacking in computational resources and develop tools for it. The focus will be on creating nuanced symbolic representations of the language that can be employed by computers, to the benefit of both language researchers who wish to test grammatical models, and language communities which lack the social capital to benefit from corporately developed resources. Topics covered include input methods and spell-checking, morphological analysis and disambiguation, syntactic parsing, building corpora, and rule-based machine translation, with an emphasis on anti-colonial methodologies and free/open-source technologies.

Prerequisite: LING 001 (or equivalent) or CPSC 021 (or equivalent), or permission of the instructor.

Social Sciences.

1 credit.

Eligible for ASIA, COGS, GLOB-core

Spring 2022. Washington.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## LING 075. Field Methods

In this course, students work directly with a speaker of an unfamiliar language to gather data and analyze the structures of that language. Students develop inference techniques for eliciting, understanding, analyzing, and presenting complex linguistic data. We discuss and enact best practices for working collaboratively with speech communities, including ethical training in Human Subjects research. Students also gain practical experience using state-of-the-art digital recording, annotation, and archiving for scientific purposes. A different (typically non-European) language will be investigated each time the course is taught.

Prerequisite: Familiarity with IPA transcription and any two of: LING 001 , LING 025 , LING 040 , LING 043 , LING 045 , LING 050 , or permission of the instructor.

Social sciences.

1 credit.

Eligible for ASIA, COGS

Fall 2021. Dockum.

Fall 2023. Dockum.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## Literatures

### LITR 018FJ. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions

(Cross-listed as JPNS 018, FREN 018)

This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.

There is a 0.5 credit French Attachment for students reading in French (FREN 018A).

Humanities.

1 credit.

Eligible for GLOB-Paired

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### LITR 027CH. Nature and the Non-Human in Classical Chinese Tales of the Strange

(Cross-listed as CHIN 027)

Humanities.

1 credit.

Eligible for ASIA, CPLT

Spring 2022. Ridgway.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 036CH. Women's Literature in Premodern China**

(Cross-listed as CHIN 036)

*Contrary to our stereotypes about the silent, invisible woman of premodern China, women actually wrote and published their work in unprecedented numbers from the late 16th century to the early 20th century. This course will explore the literary and historical significance of this output, which mainly took the form of poetry and prefaces to poetry collections, letters, some drama, and novels in verse, and which was produced primarily by gentry women (e.g. women from elite families), courtesans, and nuns. A central theme will be the place and problem of women's poetry in a male-dominated literary tradition and society. Topics to be addressed include the social function of poetry and women's literary networks, women's relationship to the publishing market as writers, editors, and readers, the forces driving male interest in women's writing at certain historical moments, and the changing ideas about what kinds of styles of past poets should be offered to boudoir poets as a repertoire of available choices to read and imitate.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 037CH. Text and Image: Classical Chinese Poetry and Painting**

(Cross-listed as CHIN 037)

*Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course we will examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, we will see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, we then apply our knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. We will explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war.*

Humanities.

1 credit.

Eligible for MDST, ASIA.

Spring 2023. Staff.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 075J. Japanese Modernism**

(Cross-listed as JPNS 075)

*A lively and cosmopolitan modernist literature and art scene thrived in early 20th Century Japan, as cities such as Tokyo and Osaka grew rapidly, and writers and artists established connections with their counterparts across the globe. During the same decades, stylish "modern girls" and "modern boys" in Japanese cities were hailed in the press as avatars of newly liberated lifestyles and fashions, or derided by conservatives as the dupes of corrupt Western influences. This course will explore Japanese modernist literature, its global connections, and its social context, using a seminar format. Topics include: Japanese avant-garde literature, film, and art; gender, sexuality, and modernism; the politics and aesthetics of "modern" life and lifestyles; socialist and anarchist literature; "ero-guro-nonsense" as subversive literature; wartime censorship and propaganda; and Japanese influences on global modernisms. Readings and discussion will be in English; students with advanced Japanese reading ability are encouraged to read the texts in the original.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

## **LITR 086CG. Chinese Food Culture and Farming: Traditions and Transitions**

(Cross-listed as CHIN 086, ENVS 052)

While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:

- From food security to food safety - the ecological turn in China's agriculture
- Organic farming in China - challenges and successes of state and private organic farm initiatives
- Ministry plans and China's new farmers
- Regional food traditions
- The role of restaurants in Chinese culture

Humanities.

1 credit.

Eligible for ASIA, ENVS

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

## **Peace and Conflict Studies**

### **PEAC 052. Afghanistan: Where Central & South Asia Meet**

This course examines conflict, politics, culture, and daily life in present day Afghanistan. Occupying a historic crossroads in Asia, Afghanistan is a place of regional, ethnic, and cultural diversity. Since the beginning of the twentieth century, internal and external actors, including the British Empire, Pashtun dynasties, the Soviet Union, the Taliban, the United States and its allies, and the Islamic State, have battled for control of Afghanistan. Today, as conflict continues, the international community exerts significant influence on Afghanistan's politics, security, economy, and social institutions. This course will explore themes related to conflict, peacemaking, statebuilding, and international intervention, and their intersection with cultural and ethnic diversity, religion, gender norms, and the lived experiences of Afghan people. Students will read memoirs, literature, and scholarly work from various disciplines.

Social Science.

1 credit.

Eligible for PEAC, ASIA

Fall 2021. Kapit.

Fall 2022. Kapit.

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

## **Philosophy**

### **PHIL 030. Buddhist Philosophy**

This course explores some of the central arguments and debates in Indian Buddhist philosophy from the second to the eleventh centuries. Topics include the problem of human suffering, the existence of the self and the external world, the nature and source of mental content, epistemological skepticism, moral responsibility, and the problem of other minds. Students will have the opportunity to reconstruct and critically analyze the arguments of Buddhist philosophers in their historical contexts, as well as ask what we can learn from them today.

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

*1 credit.*

*Eligible for ASIA.*

*Fall 2022. Picascia.*

*Fall 2023. Picascia.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 038. Origins of Indic Thought**

*Cross-listed as CLST 28*

*Origins of Indic Thought is designed to give students a foundation in various major philosophical schools that have emerged in the Indian subcontinent by studying their origin stories. These schools include Buddhism, Jainism, Sāṅkhya, Yoga, Nyāya-Vaiśeṣika, Vedānta, and Sikhism. Students will learn the fundamental arguments that each school makes and understand the ongoing conversation between the various schools about the nature of and relationship between the Self, the World, and God.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for ASIA.*

*Fall 2023. Khanna.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 135. Topics in Indian Philosophy**

*In this seminar, we will engage with some of the great debates in Indian philosophy. We will situate these debates in their historical contexts and inquire into what we can learn from them today. Topics include the sources of knowledge, the nature of persons and consciousness, the metaphysics of momentariness, the nature and meaning of language, and moral motivation.*

*Humanities.*

*2 credits.*

*Eligible for ASIA.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **Political Science**

### **POLS 050. International Relations of East Asia (IR)**

*After the Cold War's conclusion, East Asia emerged as a geopolitical hotspot rife with tension and conflict. The course investigates how regional identity, U.S. presence, historical trauma, nationalism, cultural diversity, and the rise of China shapes the region's security landscape, institutional architecture and international political economy. Students will be expected to draw connections between theory and contemporary examples drawing on historical and culturally sensitive perspectives.*

*Social Science.*

*1 credit.*

*Eligible for GLBL - Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 055. Ethics and International Relations (IR)**

*Ethical questions are central to the study of international relations. Does justice extend beyond the borders of states? Do we have moral obligations to distant strangers? Do we have an obligation to obey international law? When is war, if ever, just? Who should punish war crimes? In this course we explore the links between international normative theory (what would a just world order look like? how should it be constructed?) and the role norms and ethics actually play in contemporary international relations according to different theoretical perspectives (e.g. realist, constructivist, etc.). Topics include: the nature of ethical reasoning; state sovereignty, national self-determination, and secession; just war, human rights, and intervention; pluralism and cosmopolitanism; Black Lives Matter and international racial justice; transnational environmental responsibility and the ethics of climate change.*

*Social sciences.*



*1 credit.*

*Eligible for ASIA; PEAC*

*Spring 2023. Emily Paddon Rhoads.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 056. Patterns of Asian Development (CP)**

*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.*

*Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 058 in Spring 2024.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Fall 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 058. Contemporary Chinese Politics (CP)**

*Just how strong is China? Is it on the path to great power status? This course considers those questions by examining the rise of China in recent decades, along with the political, economic and social backdrop to this historic development. Topics will include China's political and economic development, urban and rural unrest, regionalism and nationalism, music and the arts as forms of political expression, environmental politics, law, justice, and human rights, and the role of the military in Chinese politics. Literature, music, online media and video chat with experts will supplement traditional written materials.*

*Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 056 in Fall 2023.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Spring 2024. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 087. Water Policies, Water Issues: China/Taiwan and the U.S.**

*(Cross-listed as CHIN 087)*

*Access to fresh water is an acute issue for the 21st century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. In the U.S. context especially, issues of water rights regimes and property rights, privatization, and commodification of water will receive attention. Which claims upon fresh water resources come first? What role do governments, transnational organizations, corporations, NGOs, and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 088. Special Topic: China and the World (CP)**

*What does China want, and what strategies is it deploying in pursuit of its goals? This course will examine critical issues related to China's role in the world, including its Belt and Road Initiative (BRI), its influence in global institutions and governance, its military profile and defense posture, and its evolving world view. The course will also focus on linkages between domestic politics and foreign policy, as well as contending theories of Chinese behavior.*

*Prerequisite: ONE of the following courses: POLS 003, POLS 004, POLS 056, POLS 058, POLS 108, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Spring 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 102. Comparative Politics: Greater China**

*Examines contemporary Chinese politics against the backdrop of its revolutionary past. Topics include pathways of political and economic development, the legacy of the Maoist era, the origins and evolution of the modernization and reform program implemented over the last several decades, and the dynamics of political, economic and social change. Also examine issues of political unrest and instability, demographic change and migration, religion and nationalism, institutions and governance, law and human rights, and civil-military relations.*

*Comparative*

*Social sciences.*

*2 credits.*

*Eligible for ASIA*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 108. Comparative Politics: East Asia (CP)**

*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.*

*Comparative*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, GLBL-Paired*

*Fall 2021. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Religion**

### **RELG 008. Patterns of Asian Religions**

*A thematic introduction to the study of religion through an examination of selected precepts and practices of several religious traditions of India, China, and Japan structured as patterns of religious life. Materials taken from the Hindu and Buddhist traditions of India, Confucian and Taoist traditions of China, and from Zen traditions of Japan.*

*Themes we will consider include issues of religious symbols, cosmology, and ritual; the gods, personhood/self, and religious transformation; liberation, gender, and sexuality; philosophy, narrative and popular piety; and the place of the body in meditation, worship and religious experience.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

Spring 2023. Hopkins.  
Spring 2024. Hopkins.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

### **RELG 009. The Buddhist Traditions of Asia**

*This course explores the unity and variety of Buddhist traditions within their historical developments in South, Central, and East Asia, by way of the study of its texts. The course will be organized chronologically and geographically, and to a lesser extent thematically, focusing on the formations of early Indian Buddhism (the Nikaya traditions in Pāli and Sanskrit), the Theravada in Sri Lanka and Thailand, Mahayana Ch'an/Zen traditions in China and Japan, and Vajrayana (tantra) traditions in Tibet. Themes include narratives of the Buddha and the consecration of Buddha images; gender, power, and religious authority, meditation, liberation, and devotional vision; love, memory, attachment and Buddhist devotion; the body, and the social construction of emotions and asceticism.*

Humanities.

Writing course.

1 credit.

Eligible for ASIA

Fall 2022. Hopkins.

Fall 2023. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **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.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 012B. Hindu Traditions of India: Power, Love, and Knowledge**

*This course is an introduction to the religious and cultural history of Hindu traditions of India from the prehistoric Indus Valley in the northwest to the medieval period in the southeast, and major points and periods in between, with a look also at formative points of the early modern period. Our focus will be on the interactions between Vedic, Buddhist, brahmanical, popular/ritual, and Jain religious traditions in the development, and formation of Hindu religious streams, along with major ritual and ascetic practices, hagiographies, and myths, hymns and poetry, and art and images associated with Hindu identities and sectarian formations, pre-modern and modern. In addition to providing students with a grasp of the basic doctrines, practices, and beings (human, superhuman, and divine) associated with various Hindu traditions, the course also seeks to equip them with the ability to analyze primary and secondary sources.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 013. The History, Religion, and Culture of India II: Muslim, Hindu, Sikh, and Dalit in North India**

*After a survey of premodern Hindu traditions, the course tracks the sources of Indo-Muslim culture in North India, including the development of Sufi mysticism; Sindhi, Urdu, and Tamil poetry in honor of the Prophet Muhammad; syncretism under Mughal emperor Akbar; and the consolidation of orthodoxy with Aram Sirhindi and his school in the 16th to 17th century. We then trace the rise of the Sikh tradition in the milieu of the Mughals, northern Hindu Sants and mendicant Sufis, popular goddess worship and village piety, focusing on several issues of religious experience. We then turn to the colonial and post-colonial period through the lenses of the Hindu saints, artists, and reformers (the*

"nationalist elite") of the Bengali Renaissance, and the political and religious thought of Mohandas Gandhi and Dalit reformer Ambedkar. We will use perspectives of various theorists and social historians, from Ashis Nandy, Partha Chatterjee, Peter van der Veer, to Veena Das and Gail Omvedt.

Humanities.

1 credit.

Eligible for ASIA ISLM

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 030. 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.*

Humanities.

1 credit.

Eligible for ASIA, MDST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 034. Partitions: Religions, Politics, and Gender in South Asia Through the Novel**

*This discussion-focused, seminar-style course will focus on a close reading of modern and contemporary South Asian novels and short stories structured around the theme of "partition(s)," not only the historical events of the partition of Bengal (East Pakistan, eventually Bangladesh), India's Partition in 1947, or the social catastrophe of Indira Gandhi's Emergency in the 1970's, but the long shadows of these events right up to the (social, political) present. We will focus on many "figures of partition," personal, religious, and political, in Bengali, Malayalam, Tamil, Urdu, and English prose literatures of India and Pakistan. Themes will range from religion and politics, gender/power; sexuality; love within and outside of the family; women, honor, and seclusion; asceticism and eroticism; caste, class, ethnicity, and race; children and their social and political vulnerabilities; and love, politics, and inter-caste marriage in Hindu, Parsee, Sikh, Muslim, and Christian settings in South Asia.*

Humanities

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Hopkins.

Spring 2024. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 042. Performing Ecstasy Dancing the Sacred**

(Cross-listed as DANC 038)

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 051. Asian Religions in the Americas**

*Taking a hemispheric approach, this course will examine the histories, communities, and religious practices of Asians in South, Central, and North America and the Caribbean. We will learn about the indentured labor trade that brought Indian and Chinese laborers to the Americas in the 19th-20th centuries, the Chinese Exclusion Act of 1882, the case of Bhagat Singh Thind, and Japanese internment camps during WWII, in addition to other examples of racism and resistance that Asians faced migrating across the Americas. Our focus will be on how Asians have sacralized the local landscape and maintained and/or altered their religious practices, as well as how Asians have penetrated the culture of the Americas, looking at topics like food, architecture (temples and religious institutions), music, and pop culture. As part of the emphasis on culture,*

we will also explore the impact of Asian religions on American culture from the early transcendentalists to the Rajneesh movement and more, exploring the ways in which Asians have transformed the cultures of the Americas as much as their communities have been transformed by their new homelands.

Humanities.

1 credit.

Eligible for ASIA, PEAC

Fall 2021. Persaud.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 108. Poets, Saints, and Storytellers: The Poetry and Poetics of Devotion in South Asian Religions**

*A study of the major forms of Hindu religious culture through the lenses of its varied regional and pan-regional literatures, with a focus on the literature of devotion (bhakti), including comparative readings from Buddhist and Islamic traditions of India. The course will focus on both primary texts in translation (religious poetry and prose narratives in epic and medieval Sanskrit, Tamil, Kannada, Bengali, Hindi, Pali, Sinhala, Sindhi, and Urdu) as well as pertinent secondary literature on the poetry and poetics of religious devotion. We will also pay close attention to specific literary forms, genres, and regional styles, as well as the performance (music and dance) and hagiographical traditions that frame the poems of Hindu saint-poets, Buddhist monks, and Muslim mystics. Along with a chronological and geographical focus, the seminar will be organized around major themes such as popular/vernacular and "elite" traditions; the performance and ritual contexts of religious poetry; the place of the body in religious emotion; love, karma, caste, and family identity; asceticism and eroticism; gender and power; renunciation and family obligations.*

Humanities.

2 credits.

Eligible for ASIA, MDST

Fall 2023. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 114. Love and Religion**

*A comparative seminar that deals with ancient Greek, early and medieval Christian, medieval Jewish, "secular" troubadour, Hindu, South Asian and East Asian (Japanese) Buddhist traditions on the transformations of "love" in religious devotional literatures. We focus on themes of erotic and parental love; gender, sexuality, and the body; the emotions as ethical appraisal; individual love, loss, lament, and "ennobling virtue;" and the enduring tensions between the particular and "universal" in discourses of and about love, the passions and their vicissitudes in the histories of religion. Primary texts will range from Plato's Symposium, Gregory of Nyssa's Greek commentaries on the Song of Songs and his Bios makrinou; the Occitan poetry of female Provençal troubadours, Dante's Vita nuova, selections from the Commedia, Angela di Foligno's Libello; to early Buddhist women in the poetry and narratives of the Pāli Therīgāthā, the Sinhala narratives of the Buddha's wife Yasodharā and the Buddha's two mothers, Bengali poetry to the Hindu goddess Kālī and to the divine lovers Krishna and Rādhā; Heian-period Japanese love poems of Izumi Shikibu, and Arundhati Roy's God of Small Things.*

Humanities.

2 credits.

Eligible for ASIA, GSST, MDST

Fall 2022. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **Sociology and Anthropology**

### **ANTH 020J. Dance and Diaspora**

*(Cross-listed as DANC 025A)*

Social sciences.

Writing course.

1 credit.

Eligible for ASIA, BLST, GSST, GLBL-Core

Fall 2021. Chakravorty.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **ANTH 079B. Dancing Desire in Bollywood Films**

*(Cross-listed as DANC 079)*

*This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance, and film and media studies.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, FMST, GSST*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **Note:**

*\* 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**

### **Faculty**

*NICHOLAS KAPLINSKY, Professor<sup>1</sup>*

*ELIZABETH A. VALLEN, Professor*

*AMY CHENG VOLLMER, Professor*

*ALEXANDER BAUGH, Associate Professor*

*EVA-MARIA COLLINS, Associate Professor<sup>2</sup>*

*BRAD DAVIDSON, Associate Professor and Chair*

*VINCENT FORMICA, Associate Professor*

*JOSE LUIS MACHADO, Associate Professor<sup>3</sup>*

*CAROLYN BAUER, Assistant Professor*

*DAWN CARONE, Assistant Professor*

*KIT YU KAREN CHAN, Assistant Professor*

*JEFF GAUTHIER, Assistant Professor*

*STEPHANIE CAMPOS, Visiting Assistant Professor*

*TIMOTHY DUBUC, Visiting Assistant Professor*

*JACOB GROSSMAN, Visiting Assistant Professor*

*MATTHEW LESLIE, Visiting Assistant Professor*

*ERIN CLEMENS, Laboratory Instructor*

*HANNAH DONALD, Laboratory Instructor*

*JOCELYNE MATTEI-NOVERAL, Laboratory Instructor*

*STACEY MILLER, Laboratory Instructor*

*SUSAN O'DONNELL, Laboratory Instructor*

*NICOLE STOWELL, Laboratory Instructor*

*ALISON DANILAK, Administrative Coordinator*

<sup>1</sup> *Absent on leave, 2021-2022.*

<sup>2</sup> *Absent on leave, Spring '22 - Fall '23.*

<sup>3</sup> *Absent on leave, Fall '21.*

*At all levels of the biology curriculum, students are engaged in learning about the functions and evolution of diverse biological systems as well as the methods by which biologists study nature. There is much flexibility in the curriculum, allowing students to craft a path through the biology major that best suits their own interests. While fulfilling the requirements for the major, students are able to build a broad biological background by taking courses focused on different levels of biological organization, while also being able to concentrate on specialized areas of particular passion if they choose.*

### **Our goals for biology majors**

*A basic tenet of the department is that the best way to learn about biology is to do biology. Therefore, all of our introductory and intermediate core courses have weekly laboratories or field trips where students learn to become biologists by making original observations, asking questions about life processes, solving problems and designing and testing hypotheses by performing experiments. Communication skills are emphasized in all biology courses, as students read and evaluate research articles in scientific journals, write laboratory reports according to the standards of professional scientific writing, participate in frequent opportunities for oral presentations and critical discussion, and work in research teams.*

*The curriculum prepares students to pursue careers in research or to apply their biology interests and knowledge to careers as diverse as medicine, governmental policy planning, science education, public health, and writing children's books. A number of departmental alumni have also chosen careers outside of science, such as law and finance, where they report that the organizational, critical thinking, and communication skills that they learned as a biology major have been crucial for their success.*

## The Academic Program

*In addition to first-year seminars, the department offers four different types of courses. Students are introduced to the study of biology at Swarthmore by taking BIOL 001, Cellular and Molecular Biology, and BIOL 002, Organismal and Population Biology. Either course may be taken first. Courses numbered 003-009 do not have associated laboratories. Diverse intermediate-level courses, some offered in alternate years, allow students to choose coursework in areas of particular interest. Intermediate courses numbered 010-039 have laboratories and courses numbered 040-069 often do not. Intermediate courses generally have BIOL 001 and BIOL 002 (or AP credit) as prerequisites. Some of these courses also require prior coursework in the Chemistry Department. Finally, advanced seminars (with three-digit course numbers) have intermediate-level courses as prerequisites and are usually taken by students in their junior or senior years.*

## Majors and minors

*The Biology Department offers a course major, course minor, honors major and honors minor. In addition, special majors in biochemistry and neuroscience are regularly offered in cooperation with the Chemistry and Biochemistry and Psychology departments, respectively. A student may choose an interdisciplinary minor in environmental studies, which includes courses in the Biology Department. In addition, the department has also supported special majors as described below.*

## Sample paths through the discipline

*As pointed out in the introduction, there are many paths to a biology major. Following are some ideas to keep in mind as you plan your schedule.*

**Getting started as a biology major:** *Nearly all majors take BIOL 001 and/or BIOL 002 during their first year. These two courses may be taken in either order and it is not uncommon for prospective majors to take BIOL 002 during the spring semester of their first year, and BIOL 001 during the fall semester of their second year. Students who realize their interest in biology later have also taken both courses during their sophomore year and successfully completed the major in eight semesters. We generally encourage all students to take at least one of the introductory courses, even if they have AP credit. BIOL 001 is always offered in the fall semester, and BIOL 002 always in the spring semester.*

*We encourage majors to fulfill the mathematics and chemistry requirements for the major during their first two years. In particular, some intermediate level courses require CHEM 010 and CHEM 022. Completion of those chemistry courses gives more flexibility in biology course choice. However, we are willing to work with students to craft the best path for each individual.*

**Continuing as a biology major:** *Because most intermediate level courses require both BIOL 001 and BIOL 002 (or AP credit), taking both courses before continuing on in the field usually serves students best. For planning purposes, most Group III intermediate-level courses are taught in the fall semester, and most Group I intermediate-level courses are taught in the spring semester. Some Group II courses are taught in spring and others in fall.*

*The seminar course(s) you are most interested in taking may influence your other course choices. In addition to your own interests, prerequisites for seminars (which may consist of a specific intermediate-level course), faculty leave schedules, and study abroad considerations may constrain your course choice and schedule.*

Some faculty strongly encourage students interested in doing research with them to take at least one course with them before working on a research project. It is important to talk to specific faculty members you are interested in working with to understand their specific requirements for work in their laboratory.

**Completion of the biology major:** Course majors must pass the comprehensive exam (BIOL 097 Themes in Biology) during the spring semester of the senior year. Honors majors are required to enroll in at least one credit of BIOL 180 (often but not always in the fall semester of their senior year), and in Senior Honors Study (BIOL 199), which is taken in the spring semester of the senior year.

## Course Major

### Acceptance criteria

- a. Three courses (or advanced placement credit and two courses) in biology. If the student does not have an AP, IB, or transfer credit, both BIOL 001 and BIOL 002 are required. Courses numbered 003-009 may not be used for acceptance to the major.
- b. CHEM 010, or placement approved by the Chemistry and Biochemistry Department.
- c. Swarthmore College credit for two courses in mathematics or statistics (not STAT 001 or MATH 003). Alternatively, students may complete Calculus II (MATH 025) to satisfy the math requirement. Students who place out of Math 025, by the placement test administered by the Mathematics and Statistics Department, will have satisfied the math requirement for the major. The Biology Department strongly recommends a course in statistics for majors.
- d. Applicants must have an average grade of C (2.00) or better in BIOL 001 and BIOL 002 (or if AP credit is given, in the first two biology courses taken at Swarthmore). In addition, the applicant must have an average grade of C (2.00) or better in all courses taken in the Biology Department, and an overall average grade of C (2.00) or better in the Division of Natural Sciences and Engineering at Swarthmore College (biology, physics and astronomy, chemistry and biochemistry, mathematics and statistics, engineering, and computer science). Unpublished grades in biology for the first semester of the first year will be considered in the C average requirement; passing grades of CR in other courses in the Division of Natural Sciences and Engineering are acceptable.
- e. Students who have not completed the requirements for acceptance to the major will be deferred until the end of the fifth semester. Students who have not completed all requirements for acceptance to the major by the end of the fifth semester will no longer have priority in lotteries based on their sophomore plan, and will need to re-apply for the major before the last day of classes in their junior year.

### Requirements for graduation

- a. **Credit requirements:** Students majoring in biology must complete a minimum of eight biology credits, at least five of which must be taken at Swarthmore College. Courses taken during the first semester of the first year are all CR/NC. After this semester, only one Biology course with a recorded grade of CR can be used to fulfill the requirements of a Biology major. Seminars (100-139) and BIOL 097 may not be taken CR/NC. CHEM 038 (Biochemistry) may be counted as one of the eight biology credits. SP credits cannot be used to satisfy the eight credit requirement.
- b. **Distribution requirements:** Students majoring in biology must pass at least one intermediate course in each of the following three groups: I. Cellular and Molecular Biology, II. Organismal Biology and III. Population Biology. The digit in the tens place of the course number signifies the group of the course (i.e., BIOL 010 is a Group I course, BIOL 020 is a Group II course and BIOL 030 is a Group III course).
  - i. Students majoring in biology may count only one course numbered 003-009 toward the eight required credits. Courses numbered 003-009 do not meet the Group distribution requirement.
  - ii. BIOL 093 (Directed Reading) and BIOL 094 (Independent Research) count as credits toward the biology major but cannot be used as distribution requirements. No more than two credits in BIOL 093, BIOL 094 or BIOL 093 and BIOL 094 in combination may be used to satisfy the eight-credit requirement for the biology major.
  - iii. CHEM 038 (Biochemistry) may be counted as a Group I course and as one of the eight Biology credits required for the major. In this case, the CHEM 038 grade will be counted towards the biology GPA.
- c. **Seminar requirement:** All biology majors are required to take at least one seminar (with a course number greater than 100). A seminar in biology is defined as an advanced offering that uses primary rather than secondary source materials and encourages active student participation in presentation and discussion of materials. Note that all seminars have at least one intermediate level course (numbered 10-39) as a prerequisite; the particular prerequisites for seminars vary and should be considered during selection of intermediate level courses. All seminars must be taken at Swarthmore College. Students must earn a B grade or better in the intermediate course used as the seminar prerequisite to enroll in a seminar.
- d. **NSE breadth course requirement:** Students majoring in Biology must complete two courses from the list of NSE breadth courses (below).



- e. **Comprehensive examination:** All biology course majors must satisfy the College requirement of passing a comprehensive examination given by the major department. In biology, this comprehensive examination is the lecture series BIOL 097, Themes in Biology. BIOL 097 is offered only in the spring semester and is usually taken by students during the spring of their senior year. This course features a series of visiting speakers who give presentations connected by an overarching theme that can be addressed from all areas of biology. It enables faculty and students to interact on an intellectually challenging project, allows students to think about a topic from a variety of levels of biological organization and gives students the opportunity to meet and interact with a variety of distinguished biologists.
- i. Biology majors are required to take BIOL 097. BIOL 097 counts as one of the eight credits required for a major in biology.
  - ii. Evaluation of a student's performance for this comprehensive examination will be graded and will be based on the questions prepared by each individual and team for each lecture, participation in discussions, hosting a guest speaker and the final presentation.
  - iii. Students who fail BIOL 097 fail the comprehensive exam and thus may not graduate.
  - iv. If a student is given permission by the College to be away from campus during the spring semester of the senior year, the Biology Department faculty may give permission to the student to write a senior paper and enroll in BIOL 095, a Senior Project, to satisfy the College requirement of a comprehensive examination. Alternatively, the student may be given permission by the chair of the Biology Department to enroll in Themes in Biology during the junior year if the student has planned in advance to be away during the spring semester of the senior year.
- f. **NSE breadth courses:** The study of biology relies on concepts and tools from other disciplines in the natural sciences. In order to strengthen these connections we require that majors take NSE breadth courses that interest them in order to enhance their abilities as broadly trained biologists. Courses that satisfy the NSE breadth requirement for the Biology major are: ASTRO 014 or above, CHEM 015 or above, COMP SCI 021 or above, ENGR 005 or above (with the exception of ENGR 010), MATH 15 or above, PHYS 003 or above (with the exception of PHYS 029), STAT 11 or above, ECON 031 or 035.
- i. Courses used to meet the Math/Stat criterion for acceptance to the major may not be counted toward the NSE breadth course requirement. Courses used to meet any other Biology major requirement may not be counted toward this requirement. While a student may test or place out of the Math criterion by AP, IB, or math placement test for acceptance to the Biology major, both NSE breadth courses necessary for the completion of the major must be taken after matriculation at Swarthmore. If a student uses CHEM 038 to satisfy their Group I requirement, it may not be used to satisfy the NSE breadth requirement.

## Course Minor

Students who wish to minor in biology must complete six credits, at least four of which are to be taken at Swarthmore College. The GPA requirement to enter the minor is the same as for biology course majors 2.00 in BIOL 001 and BIOL 002, 2.00 in courses taken in the Biology Department, and 2.00 in all courses taken in the Division of Natural Sciences and Engineering. Both BIOL 001 and BIOL 002 are required (although one or both of these may be replaced by credit from an advanced placement examination after another biology course is completed; note that the department strongly encourages all students with AP credit to take at least one of the introductory courses). There are no requirements for courses outside the department. There is no distribution requirement within the department for the minor. Only one course numbered 003-009 is allowed. Only one credit in BIOL 093 or BIOL 094 is allowed. CHEM 038 (Biochemistry) may be counted as one of the six biology credits. BIOL 097 may NOT be used as a Biology credit for Biology minors. SP credits cannot be used to satisfy the six credit requirement.

Courses taken during the first semester of the first year are all CR/NC. After this semester, only one Biology course with a recorded grade of CR can be used to fulfill the requirements of a Biology minor. Seminars (100-139) may not be taken CR/NC.

## Honors Major

### Acceptance criteria

- a. The course requirements for acceptance to an honors major in biology are the same as those for a course major in biology (see above).
- b. Admission to the Honors Program in biology is based on academic record. Applicants to the Honors Program in biology must have a grade point average (GPA) of 3.00 in all courses taken in the Natural Sciences and Engineering Division at Swarthmore College and must obtain a grade of B or better in all lecture courses and seminars used for the Honors Program. Applicants must also have a GPA of 3.00 in all biology courses. Unpublished grades in biology for the first semester of the first year will be considered in these requirements; passing grades of CR in other courses in the Division of Natural Sciences and Engineering are acceptable.
- c. Students should list the anticipated fields of study, including two seminar courses, in their Sophomore Plan.

- d. *Students who are accepted into the program must select a research project and mentor by the middle of the junior year. Final approval of the student's Honors Program will occur during the fall semester of the senior year when the Final Honors Program Form is signed by the chairs of the participating departments.*

## Requirements for graduation

- a. **Credit requirements for honors:** *In addition to fulfilling the requirements to be accepted as biology honors major, honors biology students must complete a minimum of eight biology credits. Courses taken the first semester of the first year are all CR/NC. After this semester, only one Biology course with a recorded grade of CR can be used to fulfill the requirements of a Biology honors major. Seminars (100-139) may not be taken CR/NC. Students must earn a grade of B or better for all courses and seminars used for honors preparations. Honors students may not take Bio 097, Themes in Biology, for credit but are welcome and encouraged to attend the seminars. SP credits cannot be used to satisfy the eight credit requirement.*
- b. **Distribution requirements for honors:** *Students graduating with an honors major in biology must pass at least one intermediate course in each of the following three groups: I. Cellular and Molecular Biology, II. Organismal Biology, and III. Population Biology. The digit in the tens place of the course number signifies the group of the course (i.e., BIOL 010 is a group I course, BIOL 020 is a Group II course and BIOL 030 is a Group III course).*
- c. **Seminar requirement for honors:** *All honors biology majors are required to complete at least two seminars (those with a number greater than 100) for honors preparations. A seminar in biology is defined as an advanced offering that uses primary rather than secondary source materials and encourages active student participation in presentation and discussion of materials. Note that all seminars have a prerequisite course from the intermediate level (numbered 010-039); the particular prerequisites for each seminar should be considered during selection of intermediate level courses. The two seminars used for honors preparations must be taken from different faculty members and must be taken at Swarthmore College. Students must earn a B grade or better in the intermediate course used as the seminar prerequisite to enroll in a seminar.*
- d. **Research (Thesis) requirement for honors:** *At least one, but not more than two, credits of thesis research (BIOL 180) are required. Thesis research will be graded by an External Examiner. The thesis research will be a substantial project carried out over 2 semesters, 2 summers, or 1 summer + 1 semester.*
  - i. *The primary mentor for the thesis need not be a Swarthmore faculty member, but a Swarthmore faculty member must agree to be an on-campus mentor.*
  - ii. *Students should plan on completing their research by the end of the fall semester of their senior year.*
  - iii. *The honors thesis has a page limit of 20 pages, not counting references, figures, figure legends or tables.*
- e. **Senior Honors Study:** *Senior Honors Study (BIOL 199) is required for all honors majors in the spring semester of their senior year. This integrative and interactive program prepares each student to finalize and present his or her thesis work formally, in both oral and written forms. During the first few meetings of the semester, faculty members are available for consultation about data analysis. At mid-semester, students present posters of their projects to the faculty and other honors students for review. Comments from faculty and students on these posters will guide students in revising and polishing their written theses. SHS BIOL 199 is Credit/No Credit and the evaluation is done by the biology faculty.*
- f. **Review of work for honors:** *The Biology Department will review the academic work of all candidates for the external examination at the end of the junior year and in November of their senior year. Progress on thesis research is assessed at the beginning of the fall semester of the senior year. At these times, the department may ask a candidate to discontinue participation in the Honors Program. Withdrawal from the Honors Program must occur by December 1 of the student's senior year. At that time, the student is responsible for consulting with the department about satisfying the comprehensive requirement for the major.*
- g. **Honors examinations:** *Students will take two written examinations, one based on each of their seminar preparations. The biology written examinations will be closed-book, 3-hour exams. The oral exams are normally one-on-one, but there are special circumstances under which a student may be examined by a panel of examiners. Oral examinations for seminar preparations are normally 45 minutes in length. The oral exams for thesis research are 60 minutes in length.*
- h. **NSE breadth course requirement:** *Biology Honors majors must complete two courses from the following list of courses outside the Biology Department: ASTR 014 or above, CHEM 015 or above, CPSC 021 or above, ENGR 005 or above (with the exception of ENGR 010), MATH 015 or above, PHYS 003 or above (with the exception of PHYS 029), STAT 011 or above, ECON 031 or 035.*
  1. *Courses used to meet the Math/Stat criterion for acceptance to the major may not also be counted toward the NSE breadth course requirement. Courses used to meet any other major requirement may not also be counted toward this requirement. While a student may test of place out of the Math criterion for acceptance to the major, both NSE breadth courses must be taken after matriculation at Swarthmore.*

## Honors Minor

*Biology minors in the Honors Program do not need to satisfy the distribution requirements of the major or take chemistry or mathematics unless required to do so for a specific preparation. Honors minors do not participate in Senior Honors Study. Applicants to the Honors Program in biology must have a GPA of 3.00 in all courses taken in the Divisions of Natural Sciences and Engineering, a GPA of 3.00 in all biology courses taken at Swarthmore College, and a grade of B or better in all lecture courses and seminars used for the Honors Program.*

The program in biology for an honors minor requires at least four credits and usually consists of BIOL 001 and BIOL 002, an intermediate level course (course number between 10 and 39) and a seminar (course number greater than 100).

## Application Process Notes for the Major or the Minor

In addition to the process described by the Dean's Office and the Registrar's Office for how to apply for a major, we also ask that you attend the departmental information meeting for sophomores. A copy of the Biology Student Handbook, which contains detailed information about courses and other aspects of the major, minor, and regularized special majors, is available online via a link from the departmental homepage at [www.swarthmore.edu/biology](http://www.swarthmore.edu/biology).

Applicants from the sophomore or junior classes who have completed all the requirements with the appropriate grades are accepted as a course major in biology. Applicants from the sophomore class who are in the process of completing these requirements with the required GPA are accepted contingent upon successful completion of the missing courses. Others who will not complete these requirements by the end of the current semester are deferred until the requirements are met. All students who have applied for the major in biology and who have been accepted or deferred are assigned an adviser in the Biology Department.

## Special Majors and Minors

### Biochemistry

The Biology Department, in collaboration with the Chemistry and Biochemistry Department, offers a course major and an honors major in biochemistry. This major gives students the opportunity to gain a strong background in chemistry with special emphasis on the application of chemistry to biological problems. Approval and advising for this special major are obtained through the Chemistry and Biochemistry Department and details about the course and honors major can be found in the Chemistry and Biochemistry section of this catalog. The Biology Department encourages biochemistry majors to take both BIOL 001 and BIOL 002 as a number of intermediate level courses in biology require both courses as a prerequisite.

- a. Honors biochemistry majors are expected to participate in Senior Honors Study (BIOL 199) only if the thesis research is done in the Biology Department.
- b. Honors biochemistry majors must conduct thesis research with a Swarthmore faculty member.

### Neuroscience

The Psychology and Biology departments offer a special major in Neuroscience for course and honors majors that combines work in the two departments in a way that allows students flexibility in choosing the focus of their Neuroscience major. Approval for this special major is done through both departments. Each Neuroscience major is assigned a faculty advisor from whichever of the two departments best reflects the focus of that student's plan of study. Details about the Neuroscience special major can be found on the Biology website.

### Bioeducation

The special major in bioeducation requires six credits in biology. Most students take BIOL 001 and BIOL 002; a score of 5 on the Biology AP exam or equivalent can substitute for BIOL 001 and/or BIOL 002 and count for 1 credit. Students must take Evolution (BIOL 034) and at least one intermediate Group I and one intermediate Group II course. Completion of Chem 010, Math 015 and STAT 011 or placement out of these courses is required. In addition, the NSE elective requirement can be fulfilled by one of the following: ASTR 016, CHEM 015 or CHEM 022, CPSC 021 or above, PHYS 003/003L or above (not including PHYS 29 or 95), ENGR 005 or above (with the exception of ENGR 010), Math 025 or above. The special major in Bioeducation will include at least five credits in Educational Studies. Students should consult with the chair of the Educational Studies Department about specific requirements. Approval and advising for this special major are through the Biology and Educational Studies Departments.

### Environmental Studies

A minor in environmental studies consists of an integrated program of five courses plus a capstone seminar (ENVS 091), which a student takes in addition to a regular major. The details of the minor and courses offered may be found at [www.swarthmore.edu/envs.xml](http://www.swarthmore.edu/envs.xml). The five courses must include at least one course in environmental science/technology; at least one course in environmental social science/humanities; and at least one more course from either of these two groups for a minimum of three courses from these two lists. Up to two of the five required courses may be

chosen from the list designated adjunct and interdisciplinary courses. The capstone seminar is offered in the spring of the student's senior year. Advising for this program is by the chair of the Environmental Studies Committee.

## Other special majors

Individualized special majors may be constructed after consultation with the chairs and approval of the participating departments. The special major is expected to specify a field of learning that crosses departmental boundaries and can be treated as a sub-field within the normal departmental major. Individualized special majors consist of at least 10 credits, but usually not more than 12. A more detailed explanation of the individualized special major is found in Chapter 7 "Educational Program." Previously approved special majors include cognitive science, neuroscience, environmental science, biostatistics and biophysics.

## Thesis / Culminating Exercise

See Acceptance Criteria and Requirements for Graduation, Comprehensive Examination.

## Advanced Placement/International Baccalaureate Credit

Both BIOL 001 and BIOL 002 are required for the biology major and minor. However, one or both of these courses may be replaced by credit from one of the advanced placement examinations listed below, which will be granted after one biology course with laboratory is completed in the department. One biology credit is awarded for a score of 5 on the advanced placement examination; a score of 6 or 7 on the International Baccalaureate; or A on the Higher Level of Biology, Advanced Level Examination, German Abitur, Austrian Matura or French Baccalaureate exam. Note that the department strongly encourages all students with advanced placement credit to take at least one of the introductory courses. If both Biology 001 and 002 are taken, however, the AP/IB credit is dropped from the transcript. Our AP policy is unchanged for students taking the AP Biology examination in 2020

## Transfer Credit

Credit for courses taken at an institution at which the student was previously matriculated may be counted toward the biology major. Courses will be evaluated on an individual basis to determine which departmental distribution requirements they meet.

## Off-Campus Study

The Biology Department faculty enthusiastically support study abroad for their majors. Majors may study abroad and earn credits that count toward the requirements for a biology major or, alternatively, participate in programs without earning biology credit, while still completing the major in eight semesters. By college regulation, we cannot guarantee a specific amount of credit in advance toward the Swarthmore degree for successful completion of academic work completed at other institutions, with the exception of regular semester coursework at Bryn Mawr, Haverford, and the University of Pennsylvania completed under the four-college arrangement. Notwithstanding this restriction, our experience has shown that, with proper advance planning, study abroad is nearly always compatible with completion of the degree in eight semesters (including the semester(s) spent abroad). Planning is the key to success, and students contemplating study abroad are urged to see the Off-Campus Study Adviser early in the planning process.

Prior to studying abroad, students should obtain preapproval and credit estimation as well as final approvals upon return through the Off Campus Studies Department (OCS). Please refer to the OCS Credits web page for more information. The Biology Department, through this process, will evaluate comparable credits, distributions and courses. Equivalencies and credits will be given based upon course materials submitted by the student. Please contact the Biology Department Administrative Coordinator with any questions.

## Research and Service-Learning Opportunities

### Academic year opportunities

#### Research

Students may receive academic credit for research carried out either on- or off-campus (BIOL 094). Students interested in doing research on campus should contact individual faculty members directly. For off-campus research credit in BIOL 094, the student must submit a one-page proposal to the department indicating 1) prior course work in the area of research, 2) previous technical experience in a laboratory, 3) the name and address of the director of the laboratory and the name of the person under whom the student will work directly, and 4) a short description of the proposed project and the methods to be used in the investigation. This proposal must be presented to the chair of the Biology Department, no later than one week before registration for the semester in which credit will be received.

There are also opportunities for students to be paid for research during the academic year. Individual faculty members should be contacted about the potential for positions in their laboratory.

## Academic Assistants

Each year approximately 10 students are selected to assist in the BIOL 001 and BIOL 002 laboratories. These students are selected for their academic excellence, laboratory expertise, and ability to communicate with students. Each selected student assists in one laboratory per week and attends a weekly staff meeting for the course. BIOL 002 hires two or three additional students to staff evening computer clinics. Contact the laboratory coordinator for BIOL 001 or BIOL 002 for more information.

Approximately eight students are selected as Catalysts for excellence in comprehension, communication and compassion. Catalysts attend all BIOL 001 and BIOL 002 lectures on Monday, Wednesday, and Friday mornings, meet weekly with the Catalyst program coordinator and faculty lecturers throughout the semester, and facilitate small group problem-based learning in evening study sessions. Contact the department for more information.

Dean's tutors in biology are hired on a rolling basis, to support student learning in BIOL 001 and BIOL 002. This is a flexible student position in which tutors meet one-on-one with students at mutually convenient times, typically for one hour per week. Contact the department for more information.

Experienced students are hired as laboratory assistants, van drivers and/or study guides in several intermediate level courses, including Genetics, Marine Biology, and Neurobiology. Students are also hired to help with the care of organisms associated with various courses and research laboratories. The departmental administrative assistant, animal facility manager and greenhouse manager, as well as individual faculty members, may be contacted about these positions.

The department collaborates with the Chester Children's Chorus ([www.chesterchildrenschorus.org/](http://www.chesterchildrenschorus.org/)) to support Science for Kids, a summer and academic year program focused on engaging children from the nearby Chester-Upland school district with experimental science. The academic year program meets on Saturdays while classes are in session and the College has funds from the Howard Hughes Medical Institute to pay Swarthmore students involved in the program.

## Student Committee for faculty searches

Each year the Biology Department conducts several searches for replacement faculty to teach courses when regular members of the department are on leave. In some years there is a search for a permanent or tenure-track position. Students are invited to serve on a Student Search Committee to interview and help select a candidate.

## Summer opportunities

### Research

Paid fellowships for summer research are offered by the Biology Department as well as other institutions. Funds are available for field and laboratory research projects conducted on- and off- campus. Information regarding the awards, application deadlines and downloadable applications are available on the Biology Department website. An information session is usually offered at the end of the fall semester to describe opportunities in more detail.

### Community service

The Biology Department collaborates with the Chester Children's Chorus ([www.chesterchildrenschorus.org/](http://www.chesterchildrenschorus.org/)) to support Science for Kids, a summer and academic year program focused on engaging children from the nearby Chester-Upland school district with experimental science. The summer program commitment is 5-8 hours per week for 5 or 6 weeks and can usually be integrated with a full-time job or research position elsewhere on campus. Contact Jocelyne Noveral if you will be on campus for the summer and are interested in participating.

## Teacher Certification

*Students may complete the requirements for teacher certification through a program approved by the state of Pennsylvania. Options to pursue a biology major along with teacher certification or to pursue a special major in biology and educational studies are available. For further information about the relevant set of requirements, please refer to the Educational Studies section of the Bulletin.*

## Life After Swarthmore

### Graduate school

*Many of our majors have gone on to graduate school in biology after completion of their degree. While some students attend graduate school immediately after graduation from Swarthmore, others work for at least a year or two before applying to graduate programs. This time between finishing at Swarthmore and graduate school can be used to gain more experience in biology, or to try out a new field. These experiences both strengthen your graduate school applications and help you to know what you are most interested in studying. One- or two-year jobs are available at a variety of research institutes, field stations, universities, museums, government laboratories and companies.*

*The Biology Department faculty are happy to talk with students about graduate programs and projects. Note that graduate schools in biology pay Ph.D. students a stipend for research and/or teaching. In addition, a few prestigious fellowships (e.g., National Science Foundation Graduate Research Fellowship) are awarded to the student (not to the program), giving the recipient more flexibility and autonomy in their graduate program.*

### Career options/opportunities

*In addition to graduate school and professional school (medical, law, veterinary, business) there are many other job possibilities. The American Institute of Biological Sciences web page ([www.aibs.org/careers/](http://www.aibs.org/careers/)), which describes jobs open to people with a degree in biology, is a helpful resource. A degree in biology can lead to positions in the following areas:*

**Research:** *This could include laboratory work, fieldwork, or some combination of the two. Major employers include universities, research institutes, non-government organizations and companies (e.g., pharmaceutical, agricultural, biotechnology, food science).*

**Healthcare:** *Many doctors, dentists, nurses, veterinarians, laboratory technicians and other health care providers have backgrounds in the biological sciences. Other biologists utilize their background in disease prevention and control.*

**Environmental management:** *Park rangers, conservation biologists, zoo biologists, and land management specialists use their background in biology to develop and evaluate management plans to conserve natural resources.*

**Education:** *In addition to serving as university and college professors, some of our graduates teach in elementary and secondary schools, at museums and zoos, and at aquaria and nature centers. Biology majors also author newspaper and magazine articles, and may contribute to textbooks as writers, editors or illustrators.*

**Other ideas:** *Our graduates have obtained jobs in politics and policy, in areas such as economic and biological impacts of land use practices, science advising on biomedical procedures, effects of climate change, and educating members of Congress about scientific issues. Other biology majors have found positions in forensics, bioinformatics and computational biology. Finally, some majors have had careers in investment banking, consulting and law.*

## Biology Courses

*Biology course numbers reflect study at different levels of organization - General Studies (001-009, 040 - 069), 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).*

*Suggested first courses:*

*BIOL 001 and BIOL 002 are usually the first courses for students with an interest in biology. This includes students who are prospective biology majors or minors as well as students who have taken the biology Advanced Placement exam. These courses can be taken in any order. BIOL 001 is not a pre-requisite for BIOL 002.*

## 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.*

*BIOL 001 **does not** have to be taken before BIOL 002; it can be taken afterward.*

*Natural sciences and engineering practicum.*

*Writing course.*

*One laboratory period per week.*

*1 credit.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 001SP. Cellular and Molecular Biology**

*The Biology Department welcomes and supports students who have historically been and continue to be under-represented in our department and discipline. This includes, but is not limited to, students who identify as Black, Hispanic or Latinx, American Indian, Alaskan Native, Native Hawaiian or other Pacific Islander, first gen, low income, LGBTQIA+, gender non-conforming or who have a disability. BIOL-SP helps us reach this goal by providing students the opportunity to take part in an encouraging, inclusive, and diverse learning community. Students enroll in BIOL-SP during the same semester they are enrolled in BIOL 001. During BIOL-SP workshop meetings, students work in a small, supportive and collaborative group with a faculty member to extend, deepen and synthesize their understanding of the introductory biology course material and hone their study strategies.*

*Graded CR/NC.*

*Corequisite: Students must apply to get into BIOL 001SP and concurrently enroll in BIOL 001 (including a lab section).*

*Application*

*0.5 credit.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 002. Organismal and Population Biology**

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

*Natural sciences and engineering practicum.*

*Writing course.*

*One laboratory per week.*

*1 credit.*

*Eligible for ENVS*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 002SP. Organismal and Population Biology**

### **BIOL 002SP**

The Biology Department welcomes and supports students who have historically been and continue to be under-represented in our department and discipline. This includes, but is not limited to, students who identify as Black, Hispanic or Latinx, American Indian, Alaskan Native, Native Hawaiian or other Pacific Islander, first gen, low income, LGBTQIA+, gender non-conforming or who have a disability. BIOL-SP helps us reach this goal by providing students the opportunity to take part in an encouraging, inclusive, and diverse learning community. Students enroll in BIOL-SP during the same semester they are enrolled in BIOL 002. During BIOL-SP workshop meetings, students work in a small, supportive and collaborative group with a faculty member to extend, deepen and synthesize their understanding of the introductory biology course material and hone their study strategies.

Graded CR/NC.

Corequisite: Students must apply to get into BIOL 002SP and concurrently enroll in BIOL 002 (including a lab section).

Application.

0.5 credit.

Spring 2022. Staff.

Spring 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 008. First Year Seminar: Containing Multitudes**

Recent technological advances have illuminated the numerous and complex interactions that plants and animals have with their microbial partners. These symbiotic relationships play essential roles in all ecosystems as they affect where organisms can live, how they get their nourishment and even how they behave. Understanding and manipulating these partnerships has the potential to transform aspects of our lives - from increasing the food supply to altering the practice of medicine. We will address the hurdles, the promise, and the risks of manipulating the microbiome. Readings will include Yong's *I Contain Multitudes*, Blaser's *Missing Microbes*, and Offit's *You Bet Your Life*, as well as primary and review articles from scientific literature.

This first-year seminar does not require any previous background in biology.

Natural Sciences and Engineering.

1 credit.

Spring 2022. Vallen.

Catalog chapter: Biology

Department website: <https://www.swarthmore.edu/biology>

### **BIOL 009. Our Food**

(Cross-listed as ENV5 009)

The scale and efficiency of our food system is one of the marvels of the modern world. Yet in many ways this system is broken. This course will address the current state of our agricultural food system from scientific, humanitarian and sustainability perspectives, focusing on the U.S. Each student will grow crop plants and maintain a micro-garden plot on campus, as well as develop educational signage for the public that conveys information about agriculture, food systems and/or their crop. Three full hours of lecture/discussion/lab and one floating hour of fieldwork per week.

Natural sciences and engineering.

1 credit.

Eligible for ENV5, ESCH

Fall 2021. Pfluger.

Fall 2022. Pfluger.

Fall 2023. Pfluger.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **Group I: Cellular and Molecular Biology (010-019)**

### **BIOL 010. Genetics**



*The goal of this course is to provide a detailed understanding of the organization, function, and evolution of genes and genomes from a variety of model organisms. Topics include classical genetics and the molecular basis of heredity, chromosome structure and genome organization, genomic variation and gene regulation. In lecture and the laboratory, we will investigate both classical and current molecular approaches to genetic analysis. A major component of the course will also explore the unique scientific methods geneticists use to solve problems. Finally, over the course of the semester, we will consider the ways in which modern genetic technology affects society and our understanding of disease.*

*Prerequisite: BIOL 001 and BIOL 002; or permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Fall 2021. DuBuc.*

*Spring 2022. Carone.*

*Spring 2023. Carone.*

*Fall 2023. DuBuc.*

*Spring 2024. DuBuc.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 013. Stem Cell Biology**

*Undifferentiated stem cells divide and differentiate throughout development to produce the specialized cell types found in multi-cellular organisms. Stem cells also play critical roles in tissue regeneration. In this course, the molecular and cellular properties of embryonic and adult stem cells and their potential therapeutic properties will be examined. Laboratory projects will include the evolution of stem cell systems, pluripotency during embryonic development, growth, regeneration, and reproduction.*

*Prerequisite: BIOL 001 and 002 or permission of instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Spring 2022. DuBuc.*

*Spring 2023. DuBuc.*

*Catalog chapter: Biology*

*Department website: <https://www.swarthmore.edu/biology>*

### **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.*

*Prerequisite: BIOL 001 and BIOL 002, and previous or concurrent enrollment in CHEM 010; or permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Spring 2024. Vallen.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 016. Microbiology**

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

*Prerequisite: CHEM 022; BIOL 001 and BIOL 002 or by permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Vollmer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 017. Microbial Pathogenesis and the Immune Response**

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

*Prerequisite: CHEM 022; BIOL 001 and BIOL 002 or by permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 019. Omics**

*An introduction to the study of genome structure, function, and evolution, with a focus on applying our understanding of genomes to answer fundamental biological questions. The course will also investigate the related fields of proteomics, metabolomics, and systems biology.*

*Prerequisite: BIOL 001 and BIOL 002 or by permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Spring 2023. Kaplinsky.*

*Spring 2024. Kaplinsky.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **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.*

*Prerequisite: BIOL 001 and BIOL 002 or permission of the Instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Bauer.*

*Fall 2022. Bauer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 021. Neuroethology**

*This course examines the neural basis of animal behavior. We will build upon biological concepts, taking a comparative approach to explore the neural architecture underlying diverse animal sensory systems. Why are some responses reflexive and others require further neural processing? Possible topics include the neural systems underlying startle and escape responses, signal jamming, spatial memory, sending and receiving social signals, neuroendocrinology, neuroplasticity, and central pattern generators. Textbook reading will be supplemented with current literature in neuroethology.*

*Prerequisite: BIOL 001 and BIOL 002 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period.*

*1 credit.*

*Fall 2021. Campos.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 022. Neurobiology**

*An in-depth study of modern neuroscience, examined through the lens of primary literature. After covering the foundations of nervous system organization and function, we will perform critical reading of several significant papers, including meeting with authors to better understand the process of research and publication. Laboratories will explore neurophysiology and behavior in a range of organisms - crayfish, leech, and Homo sapiens.*

*Prerequisite: BIOL 001 and BIOL 002 or with permission of instructor.*

*Natural sciences and engineering practicum.*

*Writing course.*

*One laboratory period per week.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Gauthier.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Gauthier.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 023. Biology and Conservation of Amphibians and Reptiles**

*An introduction to the scientific study of amphibians and reptiles. Examines their form, function, life histories, habitat requirements, and biodiversity. Topics include anatomy, physiology, population biology, and conservation biology. Special attention will be given to conceptual and applied topics relating to current concerns in amphibian and reptile conservation.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 024. Developmental Biology**

*In this course, we will explore the process by which single cells (fertilized eggs) develop into complex organisms. Students will conduct detailed observations of live embryos and engage in independent experimental analysis during weekly laboratory sessions.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Davidson.*

*Spring 2024. Davidson.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 025. Plant Biology**

*This course is an exploration of the diverse field of plant biology.*

*Topics will include growth and development, reproduction, genetics and genome biology, evolution and diversity, physiology, responses to pathogens and environmental stimuli, domestication, agriculture, and applications of plant genetic modification. Laboratories will introduce organismal, cellular, molecular, and genetic approaches to understanding plant biology.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Grossman.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 029. Developmental Neurobiology**

*Group A Neuroscience.*

*This course and its laboratory component will examine the fundamental principles underlying nervous system development in both vertebrates and invertebrates. Students will be introduced to the complex underlying mechanisms guiding neural development in several model organisms.*

*Prerequisite: BIOL 001 and BIOL 002; or permission of instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 027. Systems Biology**

*Can we describe complex biological networks (e.g. transcription regulation, signal transduction, neuronal networks) in terms of basic building block circuits? Are there simple rules that allow us to understand fundamental biological processes such as cell-environment interactions, embryonic development, and organismal patterning? Systems Biology is an innovative, cross-disciplinary approach that will train students in the basic skills to tackle these fundamental biological questions and predict the dynamics of complex biological systems. This will be achieved through hands-on training in biological, computational, and quantitative methods, and through reading of primary literature. In the laboratory, students will work with diverse biological systems, including bacteria, eukaryotic cells, Hydra, and planarians, and design and execute independent research projects.*

*Prerequisite: BIOL 001, Stat 11, Math 15, or permission of instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Spring 2023. Collins.*

*Spring 2024. Collins.*

*Catalog chapter: Biology*

*Department website: <https://www.swarthmore.edu/biology>*

## **Group III: Population Biology (030-039)**

### **BIOL 030. Animal Behavior**

*This course provides an integrative and inquiry-based approach to understanding how and why animals behave the way they do. We build from the foundation of ethology (the study of natural behavior) and explore the current state of the art in this field. During the first half of the semester students are introduced to the major mechanisms (e.g., learning and memory, communication, sexual behavior, offspring care). During the second half of the semester, we shift to understanding how these mechanisms and behaviors evolve under natural and sexual selection. Major principles of evolution are covered, including phylogenetics and speciation. Textbook material is supplemented by primary research articles. The lab component tracks the lecture organization with a focus on practical laboratory, behavioral testing and quantitative skill development. Field trips are typically offered to provide an opportunity for data collection and group projects. This course serves as a Group A Neuroscience elective.*

*Prerequisite: BIOL 001 and BIOL 002 or their equivalents or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2021. Baugh.*

*Fall 2022. Baugh.*

*Fall 2023. Baugh.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 031. Marine Mammal Biology and Conservation**

*A survey of the unique evolutionary histories, ecological strategies and conservation concerns of cetaceans (whales & dolphins), pinnipeds (seals, sea lions, and walrus), and sirenians (manatees and dugongs). Topics include how biologists study these animals, comparative approaches to examining their evolution, anatomy and physiology, and marine mammal adaptations for living in a marine environment.*

*Prerequisite: BIOL 002 or permission of the instructor.*

Natural science and engineering practicum.

Lab required.

1 credit.

Eligible for ENVS, ESCH.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 034. Evolution**

The course focuses on how the genetic and phenotypic structure of a population changes in response to mutation, natural selection, migration, and genetic drift. Other topics, such as quantitative genetics, speciation, phylogeography, and adaptation, provide a broader view of evolutionary processes.

Prerequisite: BIOL 001 and BIOL 002.

Natural sciences and engineering practicum.

One laboratory period or field trip per week.

1 credit.

Eligible for ENVS, GLBL-Core

Fall 2022. Formica.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 036. Ecology**

Spring 2022: How do organisms interact with each other and their environment? In Ecology, we will tackle this question by building quantitative skills and applying them on the Swarthmore campus. Students will learn to model population growth and species interactions at the community level in the R programming environment and gain experience with the field and lab skills ecologists use to understand and manage global change. Through collaboration with local stakeholders and engagement with both Indigenous and Western approaches to understanding humans' connection with the natural world, we will design and implement an ecological restoration project in the Crum Woods. Students do not need to have previous fieldwork or R experience, but should be interested in cultivating these skills!

Fall 2022 & Fall 2023: The goal of ecology is to explain the distribution and abundance of organisms in nature through an understanding of how they interact with their abiotic and biotic environments. Students will gain ecological literacy and practice by studying processes that operate within and between hierarchical levels or organization such as individuals, populations, communities, and ecosystems. All this knowledge will be applied to understand the current global changes occurring in nature as a result of human activities.

Prerequisite: BIOL 002, or permission of the instructor. ENVS 001 accepted as pre-requisite Spring 2022.

Natural sciences and engineering practicum.

Fall 2022: Three to 6 hours of laboratory and/or fieldwork in the Crum Woods per week, in addition to at least one field trip per semester.

1 credit.

Eligible for ENVS, GLBL-Core, ESCH

Spring 2022. Grossman.

Fall 2022. Machado.

Fall 2023. Machado.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 037. Conservation Biology**

Cross-listed as (ENVS 063 )

This course provides an overview of the foundational concepts and future horizons of biodiversity conservation and illustrates central issues in contemporary conservation with case studies, critical reading of primary literature, field experiences and exposure to quantitative methods

Prerequisite: BIOL 002 or permission of the instructor.

Natural sciences and engineering practicum.

One laboratory period or field trip per week.

1 credit.

Eligible for ENVS, GLBL-Core

Fall 2022. Caviedes-Solis.

Fall 2023. Caviedes-Solis.

Catalog chapter: *Biology*

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 039. Marine Biology**

*Ecology of oceans and estuaries, including discussions of physiological, structural, and behavioral adaptations of marine organisms.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory per week; several all-day field trips.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Chan.*

*Fall 2023. Chan.*

Catalog chapter: *Biology*

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 068. Bioinformatics**

*(Cross-listed as CPSC 068)*

*This course is an introduction to the fields of bioinformatics and computational biology, with a central focus on algorithms and their application to a diverse set of computational problems in molecular biology. Computational themes will include dynamic programming, greedy algorithms, supervised learning and classification, data clustering, trees, graphical models, data management, and structured data representation. Applications will include genetic sequence analysis, pair wise-sequence alignment, phylogenetic trees, motif finding, gene-expression analysis, and protein-structure prediction. No prior biology experience is necessary.*

*Can count as one of the credits required for the Biology major but does NOT satisfy distribution (Group I, II, or III) requirements.*

*Prerequisite: CPSC 035.*

*Natural science and engineering.*

*Lab required.*

*1 credit.*

*Eligible for COGS*

Catalog chapter: *Biology*

Department website: <http://www.swarthmore.edu/biology>

## **Group IV: (040-049)**

### **BIOL 040. Astrobiology**

*In this lecture and discussion course, we will focus on the molecular and geological processes that contributed to the emergence of life on earth. We will investigate what characteristics living organisms share and how those traits can be detected. These concepts underlie current explorations for discovering life in our solar system as well as in other parts of our galaxy. Occasional guest lecture about discoveries of earth-like planets elsewhere will enhance our understanding of current research.*

*This course can be counted towards the Biology major.*

*This course cannot be used to satisfy the Group I, II, or III requirements for the Biology major because it does not include a laboratory component.*

*Prerequisite: BIOL 001, BIOL 002 and CHEM 010.*

*1 credit.*

*Spring 2022. Vollmer.*

Catalog chapter: *Biology*

Department website: <https://www.swarthmore.edu/biology>

### **BIOL 041. Ecology, Evolution and Development**

*As we venture into the unknowns of human-induced environmental change, there is great urgency to understand the interplay between our environment and animal development. Ecosystems rely on precise environmental cues to maintain their equilibrium and the reproduction, embryogenesis, and speciation of many organisms is influenced by their environment. In this course we will discuss the plasticity of natural systems, the links between epigenetics and phenotype, and delve into the role of the environment in evolution and development.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering.*

*1 credit.*

*Catalog chapter: Biology*

*Department website: <https://www.swarthmore.edu/biology>*

## **BIOL 042. Climate Change Science and Communication**

*cross listed as ENVS 061*

*Climate change is shaped by and shapes biological processes from the individual to the biome. In this course, students will develop a foundational understanding of the physical and geochemical factors underlying Earth's changing climate, the impact of such changes on the biological systems, and the consequences for human-environment interactions. Students will also develop strategic communication skills for sustainability through practice with research-tested science communication tools. Course meetings will be split between lecture, hands-on activities, paper discussions, and workshops.*

*Prerequisite: BIOL 001 or 002 and one additional NSE course or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS., GLBL-Core*

*Catalog chapter: Biology*

*Department website: [www.swarthmore.edu/biology](http://www.swarthmore.edu/biology)*

## **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. Register through the Biology Department's Administrative Coordinator with faculty member's approval.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **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. Register through the Biology Department's Administrative Coordinator with faculty member's approval.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **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.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 098. Neuroscience Thesis**

*As a means of fulfilling the neuroscience thesis requirement in the Biology department, a student must write a sole-authored scientific paper, regarding research conducted in neuroscience, with a biology faculty advisor. Enrollment is usually during the senior year. Between 0.5 and 2.0 credits of BIOL 098 can be taken. See Neuroscience website for details.*

*<https://www.swarthmore.edu/biology/neuroscience>*

*A Biology Faculty Member must agree to supervise a student before he or she may enroll in BIOL 098. Register through the Biology Department's Administrative Coordinator with faculty member's approval.*

*This course may not be taken as pass/fail.*

*Prerequisite: Permission of the faculty advisor.*

*0.5 - 2.0 credits.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 180. Honors Research**

*Independent research in preparation for an honors research thesis. A Biology faculty member must agree to supervise student honors research before enrollment in this course.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **Senior Comprehensive Examination**

### **BIOL 095. Senior Project**

*With the permission of the department chair, a student may write a senior paper in biology to satisfy the requirement of a comprehensive examination for graduation.*

*0.5 credits.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **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. BIOL 097 may NOT be used as a Biology credit for Biology minors.*

*Prerequisite: This class is available only to Biology course majors who are seniors or with permission from the department chair.*

*Natural science and engineering.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## Honors Study

### **BIOL 199. Senior Honors Study**

*An interactive, integrative program that allows honors students to finalize their research thesis spring semester. BIOL 199 is not part of the 8-credit minimum required for the biology major.*

*Writing course.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## Seminars

### **BIOL 111. Genome Regulation by Noncoding RNA**

*This seminar explores regulatory mechanisms governing gene expression, nuclear organization and inheritance. We will specifically explore the ways in which non-protein-coding RNA contributes to gene regulation and the maintenance of genomic integrity, including the molecular bases for a variety of human pathologies such as cancer and aging. Through extensive reading of primary literature, students can expect to gain an in-depth understanding of the properties, functions and evolution of noncoding RNAs in critical genomic regulatory processes and current applications to human disease research.*

*Prerequisite: BIOL 010 or any Group I intermediate course, BIOL 024, or BIOL 025 with permission of instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Carone.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 113. Stem Cells in Development and Regeneration**

*Animals begin life as a naive set of cells capable of forming all the tissues of the body. During the journey to becoming multicellular, animals establish stem cell populations that are used to maintain tissue homeostasis. Additionally, during the earliest stages of life, many animals set aside germ cells (precursors of sperm or eggs) that they hide away in their body until adulthood. The mechanisms that govern these processes are crucial for the continuity of life from generation to generation. In this seminar, we will explore the mechanisms that govern stem cell populations during development. This seminar will cover the most recent advances in stem cell research, with a focus on new methodologies for biomedical and basic scientific research. In addition, we will read and discuss primary literature on highly regenerative invertebrates and gain a deeper appreciation for how our cells have evolved over millions of years.*

*Prerequisite: BIOL 001 and 002 and one of the following courses: BIOL 010, BIOL 013, BIOL 014, BIOL 019, BIOL 024, BIOL 029 or with permission of instructor.*

*Natural sciences and engineering.*

1 credit.

Fall 2022. DuBuc.

Catalog chapter: Biology

Department website: Biology

### **BIOL 114. Symbiotic Interactions**

*Plant-microbe and animal-microbe symbioses play essential roles in the development, health and life of organisms and in ecosystem function. Specific symbiotic partnerships and common themes (e.g., nutrient exchange, modulation of the immune response, specificity of host-symbiont recognition) will be analyzed and discussed. Readings will be primarily from the research literature.*

*Prerequisite: One of the following courses: BIOL 010, BIOL 013, BIOL 014, BIOL 016, BIOL 019, BIOL 020, BIOL 024, BIOL 025, BIOL 027 or BIOL 034; or with permission of instructor.*

*Natural sciences and engineering.*

1 credit.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 115E. Plant Molecular Genetics and Biotechnology**

*The course will investigate the technological approaches that plant scientists are using to address environmental, agricultural, and health issues. Topics will include biofuels, nutritional engineering, engineering disease and stress resistance, bioremediation, and the production of pharmaceuticals in plants.*

*Prerequisite: BIOL 025 or any Group I course with permission of the instructor.*

*Natural sciences and engineering.*

1 credit.

Eligible for ENVS

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 116. Microbial Processes and Biotechnology**

*A study of microbial mechanisms regulating metabolism and gene expression in response to natural and experimental stressors with emphasis on central and intermediary metabolism. Technical and ethical applications of these concepts in biotechnology will be addressed.*

*Prerequisite: BIOL 016 or CHEM 038; students planning to use BIOL 116 as an honors preparation must have BIOL 016 or permission of instructor.*

*Natural sciences and engineering.*

*Writing course.*

1 credit.

Eligible for ENVS

Spring 2022. Vollmer.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 117. Trends in Pharmacology**

*Pharmacology investigates the mechanisms of drug effects from the molecular level to the whole animal. We will examine the mode of action of drugs, learn about drug design and development, xenobiotic metabolism and the cellular and organismal responses to drug exposure. Students will explore the field of pharmacology through student-driven discussion of primary literature. Topics will encompass landmark pharmacology papers as well as new approach methods.*

*Prerequisite: STAT 011, CHEM 010, and one of the following: CHEM 038, BIOL 014, BIOL 020, BIOL 022, BIOL 027, or with permission of instructor.*

*Natural sciences and engineering.*

1 credit.

Catalog chapter: Biology

Department website: [www.swarthmore.edu/biology](http://www.swarthmore.edu/biology)

### **BIOL 119. Genomics and Systems Biology**

*Fundamental questions in biology are being answered using revolutionary new technologies including genomics, proteomics, metabolomics, systems biology, modeling, and large-scale protein and genetic interaction screens. These approaches have changed how scientists investigate biological problems and allow us to ask questions about cells, organisms and evolution that were impossible to address even five years ago. Readings will include animal, plant, fungal, and bacterial literature.*

*Prerequisite: BIOL 019 or any Group I intermediate biology course with permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2023. Kaplinsky.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 120. Physiological Ecology.**

*This seminar is focused on physiological responses to variable environmental conditions. Endocrine, reproductive, metabolic, renal, and other physiological systems will be explored in this seminar, with a strong emphasis on maternal effects. We will use the primary literature as a guide to discuss experimental design, trends in the field of physiological ecology, and science communication. Class time will be focused on discussion and student presentations.*

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

*Natural science and engineering.*

*1 Credit.*

*Spring 2022. Bauer.*

*Spring 2023. Bauer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 121. Neural Systems and Behavior.**

*This seminar will examine the genetic, molecular, and functional requirements of identified brain systems, neural circuits, and individual neurons in the regulation of behavior. Discussion of primary literature will include the neural systems and behaviors of invertebrate and vertebrate model organisms, including *Drosophila*, mice, and humans. Research projects will utilize *Drosophila* as a model system to investigate the genes, neurons, and circuits involved in courtship, motor, and pain-sensing behaviors.*

*Prerequisite: BIOL 010, BIOL 014, BIOL 020, BIOL 022, BIOL 024, BIOL 029, OR BIOL 030 or permission of instructor.*

*Natural sciences and engineering.*

*2 credits.*

## **BIOL 122. Reverse Engineering the Brain**

*How can we understand the nervous system? Using primary research articles as our guide, we will try to identify the principles behind neuroscience experiments and their interpretation. Specific content areas will include memory and learning, visual perception, and motor system control.*

*Prerequisite: BIOL 022 or permission of instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Gauthier.*

*Catalog chapter: Biology*

*Department website: <https://www.swarthmore.edu/biology>*

## **BIOL 125. The Cellular Basis of Embryonic Development and Cancer**

*Through discussion of the primary literature, students will investigate how precisely coordinated cellular processes promote the formation of embryos. We will also explore how disruptions in these processes promote cancerous cell behaviors. Potential topics include - cell migration and metastasis, the role of matrix adhesion in regulating embryonic and stem cell proliferation and the ability of cells to interpret their environment using dynamic internal structures.*

*Prerequisite: Completion of one of the following: BIOL 010, 013, 014, 019, 024, or 025 or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Davidson.*

Catalog chapter: *Biology*  
Department website: <http://www.swarthmore.edu/biology>

### **BIOL 126. Biomechanics in Development and Regeneration**

*Biomechanics investigates the interplay of mechanical forces and biological processes across scales, from nanomachines to whole organisms. This interplay is an important mechanism influencing key processes in embryonic development, disease, and regeneration of animals. Research in biomechanics also serves as inspiration for bioengineering and regenerative medicine. In this seminar, students will explore the primary literature in biomechanics through student-led discussions. Focus areas may include development, regeneration, or animal behavior.*

*Prerequisite: BIOL 027 or with permission of instructor.*

*Natural sciences and engineering.*

*1 credit.*

Catalog chapter: *Biology*

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 127. Behavioral Neuroendocrinology**

*This seminar examines major themes in how hormone systems in the brain influence animal behavior. A weekly journal club format allows us to understand and critique the primary literature in this field, and will include topics such as how sex steroids organize the development of behavioral differences, the hormonal basis of animal personality, how stress hormones impact decision making, the role of peptide hormones in feeding and fasting, and other topical areas in the field. Students work in small groups to present primary articles each week and lead discussions. Occasional field trips and guest researchers enrich the instructional experience. This course serves as a Group A Neuroscience elective.*

*Prerequisite: BIOL 001 and 002, or their equivalents and the completion of one of the following courses: a) BIOL 030 Animal Behavior; b) BIOL 020 Animal Physiology; or c) BIOL 022 Neurobiology.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Baugh.*

*Spring 2024. Baugh.*

Catalog chapter: *Biology*

Department website: <https://www.swarthmore.edu/biology>

### **BIOL 129. Developmental Neurotoxicology**

*In this seminar students will explore the field of developmental neurotoxicology, with an emphasis on alternative toxicology models and computational approaches. The seminar will encompass student-driven discussion of primary literature, ranging from landmark toxicology papers to new approach methods. Course content emphasizes statistical and quantitative methods.*

*Prerequisite:*

*At least one of: BIOL 027, BIOL 022, BIOL 029, or with permission of instructor.*

*Recommended: STAT 021*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2023. Collins.*

Catalog chapter: *Biology*

Department website: <http://www.swarthmore.edu/biology>

### **BIOL 131. Animal Communication**

*This seminar will examine animal communication from a cross-disciplinary perspective with a focus on the evolution and physiology of communication systems and an emphasis on understanding the primary literature. Weekly readings and student-led discussion of the primary literature are modeled after a journal club course in graduate school and allow students to develop an in-depth understanding of scientific critique. Engaged participation in these "crit sessions" provides students with the skills and confidence to decompose complex scientific studies, extract the relevant results, and evaluate the rigor of experimental design. This class takes an explicitly quantitative approach to understanding animal behavior.*

*Prerequisite: Completion of BIOL 001 and BIOL 002, or their equivalents; BIOL 030; or with permission of instructor.*

*Recommended: A course in statistics (e.g. STAT 011).*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 128. Evolution and Development**

*In this course, we will explore how alterations in embryonic development contribute to evolution. We will cover a wide range of examples spanning body plan diversification during the Cambrian explosion through the much more recent diversification of humans and other primates. Through engagement with the primary literature, students will learn how comparative genomics, experimental analysis of gene regulatory networks and in-depth dissection of cellular processes have revealed discrete genetic, molecular and cellular changes underlying the evolutionary acquisition of novel traits.*

*Prerequisite: Completion of one of the following: BIOL 010, 013, 014, 019, 024, 025, 034, or permission of the instructor.*

*Natural sciences and engineering.*

*1 Credit.*

*Fall 2022. Davidson.*

*Fall 2023. Davidson.*

*Catalog chapter: Biology*

*Department website: <https://www.swarthmore.edu/biology>*

## **BIOL 134. Evolution of Animal Societies**

*All animals interact with members of their own species as some point in their lives most animals live in groups and repeatedly interact with the same individuals. The structure and composition of these societies shapes and is shaped by evolutionary processes. This course will take an evolutionary perspective to tackle topics such as why animals live in groups, what ecological forces shape the structure of societies, why have complex societies evolved, and how does living in a society affect the evolution of animal bodies and behavior. As an honors seminar, the majority of the work will focus on reading and discussing the primary literature with a special focus on social network analysis. Students in the course will practice communicating complex ideas through a variety of means including scientific figures, posters, and outreach tools.*

*Prerequisite: BIOL 002 and (1) Group III Biology course (BIOL 03X or BIOL 13X) or permission of the instructor.*

*Natural sciences and engineering.*

*1 Credit.*

*Fall 2021. Formica.*

*Spring 2023. Formica.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 136. Molecular Ecology and Evolution**

*Understanding molecular techniques and analysis has become increasingly important to researchers in the fields of ecology and evolution.*

*Through discussion of the primary literature students will explore how molecular tools are being implemented in studies of biogeography, dispersal, mating systems, biological diversity, and speciation. Depending on interest, topics such as wildlife forensics, conservation genetics, human migration, molecular clocks, and bioinformatics will also be discussed.*

*Prerequisite: BIOL 002 or BIOL 034; AND one Group I or Group III Biology course or BIOL 025.*

*Natural sciences and engineering.*

*1 credit.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 137. Biodiversity and Ecosystem Functioning**

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

*Prerequisite: Any Group III intermediate biology course. Students who have taken a Group I or Group II intermediate course may register with consent of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, GBLB-core*

*Spring 2024. Machado.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **BIOL 139. Global Ocean Change Biology**

*This seminar will examine the impact of anthropogenic activities on marine organisms across different levels of biological organization. Keeping pace with this rapidly evolving field, we will discuss primary literature across disciplines, including epigenetic and genetic responses, organismal performances, ecological interactions, ecosystem functions and services. Strong emphasis on quantitative understanding.*

*Prerequisite: BIOL 001 and BIOL 002, and any Group II or III intermediate course with permission of instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS*

*Spring 2022. Chan.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

## **Black Studies**

### **Coordinator:**

**JOSEPH DERRICK NELSON (Educational Studies), Program Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Timothy Burke (History)**

**Syd Carpenter (Art)**

**Désirée Díaz (Spanish)**

**Anthony Foy (English Literature)**

**Nina Johnson (Sociology and Anthropology)**

**Dean Dion Lewis (Assistant Dean/Junior Class and Director of the Black Cultural Center)**

**Joseph Derrick Nelson (Educational Studies and Black Studies)**

**Peter Schmidt (English Literature)**

**Christine Schuetze (Sociology and Anthropology)**

**Valerie Smith (English Literature and Black Studies)**

## **Edlin Veras (Sociology and Anthropology)**

## **Sarah Willie-LeBreton (Sociology and Anthropology and Black Studies)**

## **Carina Yervasi (Modern Languages and Literatures, French and Global Studies)**

*The purpose of Black Studies is to introduce students to the history, culture, art, social relationships, and political, religious, and economic experiences of Black people in Africa, the Americas, and elsewhere in the world, and 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.*

## **First Course Recommendations**

### **BLST 015. Introduction to Black Studies**

*This course introduces students to the breadth and depth of the discipline in the Black Studies Program, using primary sources. It begins with an examination of current debates that define theory, method, and goals in Black Studies. It also examines the movement from the more object centered Africana studies to subject- and agency oriented Black Studies that occurred as a result of civil rights and anti-colonialist movements in the U.S., Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of anti-racist scholarship. It briefly examines the conversation between American, Caribbean, and African postcolonialists, and it allows students to delve into some of Black Studies' most current and exciting scholarship, with a focus on the U.S.*

*Non-distribution.*

*1 credit.*

*Eligible for BLST*

*Fall 2021. Nelson.*

*Fall 2022. Veras.*

*Fall 2023. Veras.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

*This course introduces students to the breadth and depth of the discipline in the Black Studies Program, using primary sources. It begins with an examination of current debates that define theory, method, and goals in black studies. It also examines the movement from the more object centered Africana studies to subject- and agentic oriented black studies that occurred as a result of civil rights and anti-colonialist movements in the U.S., Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of anti-racist scholarship. It briefly examines the conversation between American, Caribbean, and African postcolonialists, and it allows students to delve into some of black studies' most current and exciting scholarship, with a focus on the U.S.*

## **The Academic Program**

### **Course Minor**

*All interdisciplinary minors in Black Studies are required to take BLST 015: Introduction to Black Studies, ordinarily during their first two years, and four additional courses listed in the catalog that earn Black Studies credit. Of these four additional courses, at least one of them must be outside of the departmental major, and no more than one course taken outside of Swarthmore may be counted toward the minor. To be accepted into the minor a GPA of 3.0 in Black Studies related courses is recommended. We strongly advise students to take at least one course in African or African diasporic history.*

### **Honors Minor**

Honors minors must meet all requirements of the course minor. Students participating in the Honors Program are invited to define a minor in the Black Studies Program. Honors minors in Black Studies must complete a two-credit preparation for their honors portfolio to be submitted to external examiners. The following options apply:

- 1) A two-credit honors thesis written under program supervision,
- 2) A one credit thesis paired with a BLST course,
- 3) A two-credit honors seminar that counts toward the BLST Program, or
- 4) The pairing of two one-credit courses that count toward the BLST Program.

## **BLST 015. Introduction to Black Studies**

*This course introduces students to the breadth and depth of the discipline in the Black Studies Program, using primary sources. It begins with an examination of current debates that define theory, method, and goals in Black Studies. It also examines the movement from the more object centered Africana studies to subject- and agency oriented Black Studies that occurred as a result of civil rights and anti-colonialist movements in the U.S., Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of anti-racist scholarship. It briefly examines the conversation between American, Caribbean, and African postcolonialists, and it allows students to delve into some of Black Studies' most current and exciting scholarship, with a focus on the U.S.*

*Non-distribution.*

*1 credit.*

*Eligible for BLST*

*Fall 2021. Nelson.*

*Fall 2022. Veras.*

*Fall 2023. Veras.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

## **Requirements and Preparation for Honors Minors**

*The two-credit honors thesis must include work done for the interdisciplinary minor and should entail some unifying or integrative principle of coherence. The Black Studies Committee must approve the proposal for the 2-credit honors thesis, normally during the fall of the student's senior year.*

*Work in the Black Studies Program may be represented in the honors portfolio sent to the external examiner by the inclusion of an essay designed to enhance and/or integrate work done in two or more courses, a revised and enriched seminar paper or a term paper from a Black Studies Program course, a video or audio tape of a creative performance activity in dance or music, or other approved creative work.*

## **Special Major**

*Students preferring more intensive work in Black Studies are welcome to design a special major by consulting with the program's coordinator, usually during sophomore year. The special major includes the requirements for the minor plus 5 additional credits, one of which usually includes a capstone experience to be decided upon in consultation with the program's coordinator. Forms for the Special Major are available from the Registrar's Office and should be filed with the program coordinator and the Registrar's Office.*

## **Thesis / Culminating Exercise**

*Students may complete a one-credit course thesis (BLST 091) as part of the Black Studies minor or special major. Permission will be granted only after consultation with the Black Studies coordinator and committee, normally either during the spring of the junior year or in September of the senior year. Students may also do a thesis/culminating exercise as part of another Black Studies course taken during their senior year, but this arrangement must be approved by the Black Studies program beforehand.*

## **Application Process Notes for the Major or the Minor**



Students in any department may add an interdisciplinary minor in Black Studies to their departmental major by fulfilling the requirements stated above. Applications for admission to the Black Studies minor or major should be made in the spring semester of the sophomore year through MYSwarthmore.

## Life After Swarthmore

Students with a background in Black Studies have pursued many different professions after graduation. Some have worked in research, or social service organizations, while others have gone directly to graduate school. Many eventually become teachers or professors. But many others work in broadcasting, arts, journalism, law (including international law), business, finance, politics, or non-governmental organizations. All consider Black Studies to have been an important part of their liberal arts education. <https://www.swarthmore.edu/sites/default/files/assets/documents/black-studies-program/WhatCanIDoWithABlackStudiesMajor.pdf>

## Black Studies Courses

Courses in the Black Studies Program are listed below. Courses of independent study, special attachments on subjects relevant to black studies, and courses offered by visiting faculty that are not regularly listed in the catalog may also qualify for credit in the program, subject to the approval of the Black Studies Committee. Students who wish to pursue these possibilities should consult with the program coordinator.

The following courses may be counted for credit in the Black Studies Program. Descriptions of the courses can be found in each department's course listings in this catalog.

### **BLST 008B. Music, Race and Class**

*(Cross-listed as MUSI 008B)*  
Non-distribution.  
Eligible for BLST

### **BLST 015. Introduction to Black Studies**

This course introduces students to the breadth and depth of the discipline in the Black Studies Program, using primary sources. It begins with an examination of current debates that define theory, method, and goals in Black Studies. It also examines the movement from the more object centered Africana studies to subject- and agency oriented Black Studies that occurred as a result of civil rights and anti-colonialist movements in the U.S., Africa, the Caribbean, and Europe. The course examines the challenges that were levied against traditional academic disciplines with the rise of anti-racist scholarship. It briefly examines the conversation between American, Caribbean, and African postcolonialists, and it allows students to delve into some of Black Studies' most current and exciting scholarship, with a focus on the U.S.

Non-distribution.  
1 credit.  
Eligible for BLST  
Fall 2021. Nelson.  
Fall 2022. Veras.  
Fall 2023. Veras.

Catalog chapter: Black Studies  
Department website: <http://www.swarthmore.edu/black-studies-program>

### **BLST 028. Black Liberation 2020**

*(Cross-listed with SOCI 028)*  
2020 has been a tumultuous year. Economic, social, environmental and political events around the world have put global racial hierarchy in stark relief. In the United States, the Coronavirus pandemic is revealing and exacerbating existing racial inequalities. The continued state sponsored killing of Black people has sparked the latest iterations of the Black Liberation Movement within and across multiple boundaries. In this interdisciplinary course, we will investigate and uncover the seeds of these movements in previous eras, the conditions of white supremacy that continue to call forth resistance, and the manifestations of that constant resistance globally, nationally, and local to our city of Philadelphia. In partnership with the Pulitzer Center, students will work with preeminent journalists, local organizers and community members to create a podcast that will serve as a digital archive to tell multifaceted stories of Black Liberation 2020.

1 credit.  
Eligible for BLST, GLBL-core

Catalog chapter: *Black Studies*

Department website: <https://www.swarthmore.edu/black-studies-program>

### **BLST 030C. The Black Atlantic: Diasporic Perspectives and Resistance**

*(Cross-listed as SOCI 030C)*

*Triumph, failure, defeat, and resistance vis a vis slavery, colonization, and emancipation, are central in shaping the vastness of Black experiences. In this course we bridge individual and historical processes. Our engagement with Black authors' historical fiction and empirical works invites us to consider the day-to-day negotiations of Black: struggles, joys, sorrows, and freedoms as both intimately personal and ideological endeavors. Our focus spans slavery in the US and Caribbean and colonization of sub-Saharan Africa, highlighting important connections and distinctions unique to locales and their relationality to white supremacy.*

*1 credit.*

*Eligible for BLST*

*Spring 2022. Veras.*

*Spring 2024. Veras.*

Catalog chapter: *Black Studies*

Department website: <https://www.swarthmore.edu/black-studies-program>

### **BLST 033. African Cinemas**

*This course is an introduction to the filmmakers and history of the cinemas (film, video, and new media) of the African continent, focusing primarily on Francophone West Africa. Students will be introduced to key film concepts and will develop their ability to write critically on the moving image. Discussion immediately follows each film. Readings and course discussion are in English. Films are subtitled in English.*

*0.5*

*Eligible for BLST, GBLB-Paired*

### **BLST 040G. Between the "Is" and the "Ought" Black Social and Political Thought**

*(Cross-listed as SOCI 048G)*

*Our study of black social and political thought will include not only the pivotal scholarly texts, but also the social and political practice and cultural production of abolitionists, maroons, Pan- Africanists, club women, freedom fighters, poets, and the vast array of "race men and women" across the spectrum of crusades. We will explore the range of intellectual and cultural production and protest ideology/action of Blacks through the politics and social observation of the pre-emancipation period, post-emancipation liberation struggles, and the post-colonial and post-civil rights period.*

*Non-distribution.*

*1 credit.*

*Fall 2023. Johnson.*

Catalog chapter: *Black Studies*

Department website: <http://www.swarthmore.edu/black-studies-program>

### **BLST 054. Toni Morrison**

*(Cross listed with ENGL 054.)*

*As the recipient of numerous literary prizes (Nobel, Pulitzer, and National Book Critics Circle Award, to name a few), Toni Morrison was an author of international renown whose books routinely occupied a place on domestic and international best seller lists. Indeed, it is safe to say that her work transcended what many readers ascertain as "black writing" in the 21st Century. Her works consistently engaged the role memory, place, and community play in our lived experience. But how did Morrison understand her literary project in light of the fact that she eschewed the white gaze as a controlling motif in her fictions? In a moment when discussions about how-and sometimes, whether-we value Black bodies are happening all around us, this course offers us an opportunity to use the reading of Morrison's novels as a catalyst for new ways to think not only about how we can occupy place, but happily cohabit with our neighbors whether they look like us, share our point of origin, or reflect our values. In the process, we will endeavor to become a learning community in which critical thinking, analysis, dialogue, and debate are central to developing inclusive methods of inquiry.*

*Humanities.*

*Eligible for BLST*

*Fall 2023. Beavers.*

Catalog chapter: *Black Studies*

### **BLST 059. The Black Freedom Struggle: From Civil Rights to Hip-Hop**

*This course is devoted to the study of the black efforts to achieve political, social and economic equality within the United States through protest. Students will investigate the links between protest efforts in the era of World War II, the nonviolent and radical phases of the modern civil rights movement and the development of a new culture of protest in the last quarter of the 20th century. In addition to studying historical texts, students will analyze various forms of protest media such as Black Radio Days, cartoons, paintings and plays of 1960s Black Arts Movement and the poems, lyrics, and graphic art of early hip-hop.*

*Non-distribution.*

*1 credit.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

### **BLST 060. Early Black Print Cultures**

*ENGL 060*

*This course introduces students to the wide variety of early Black print culture in the US, including newspapers, broadside poetry, political pamphlets, and novels. We will attend closely to the materiality of these texts, reading not only for the work of authors but also that of illustrators, editors, publishers, typesetters, and readers. What racial identities, aesthetic forms, and political possibilities did print afford? Our investigations will be informed by readings in recent theory and criticism on Black Studies, print culture, and archives. In their final projects, students will have the chance to pursue their own original research using the rich resources of Philadelphia-area libraries.*

*1*

*Eligible for BLST*

### **BLST 090G. Black Liberation 1969: Black Studies in History Theory and Praxis**

*This research seminar on the civil rights movement and student activism will investigate the history of the black student movement on college campuses in America circa 1968-1972 with an emphasis on unearthing the story of Swarthmore's own black student protest in 1969. Students will write the first accurate history of the black protest as well as develop a creative project designed to educate the campus and broader community about these events.*

*Non-distribution.*

*1.5 credits.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

### **BLST 091. Thesis**

*Writing Course.*

*1 credit.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

### **BLST 092. Seminar in Black Studies**

*Non-distribution.*

*1 credit.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

### **BLST 093. Directed Reading**

*1 credit.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

### **BLST 094A. Student Run: Freedom Dreaming: Black Radical Insurgency and Abolitionist Imaginings**

*Students Fighting for Transformative Justice, Abolition, and Revolution (STAR) cultivates campus spaces that find ways in which we can join the global fight to abolish the carceral state. The goal of this student-designed and student-run course is to provide members of STAR and the greater Swarthmore College student sphere with foundational understandings of the carceral state, how it maintains hegemony, and its relationships to racial capitalism, western imperialism, transformative justice, and abolition. Additionally, the course will seek to engage students with histories of resistance and present-day movements for abolition, both inside and outside prison walls. This course will allow its participants to devise a more fine-tuned vision for a world where power is reinstilled to the people- where justice is synonymous with accountability, restoration, transformation- a world not only absent of the carceral state, but teeming with life-affirming institutions and freedom.*

*1 credit.*

*Eligible for BLST*

*Fall 2023. Johnson.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program/courses>*

## **BLST 099. Independent Study**

## **BLST 116. Redefining US Southern Literature**

*(Cross-listed as ENGL 116)*

*Our focus this year will be on the long, grand, and problematic tradition of U.S. Southern literature especially fiction in both comic and tragic modes as it developed after the Civil War to the present.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Fall 2023. Schmidt.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program/courses>*

## **BLST 133. Race, Boyhood, and Education**

*(Cross-listed as EDUC 133)*

*This seminar examines the lives of Black boys in U.S. schools and classrooms. Black boyhood and Black masculinity are utilized as frameworks to interpret how aspects of school life influence their learning and identities, such as teacher expectations, school discipline policy, and special education referral processes. Rooted in boys' agency and resistance, its goal is to inform a (re)imagining of educational spaces in ways that cultivate the promise of Black boys, and other boys (and girls) of color.*

*Social Sciences.*

*2 credits.*

*Eligible for BLST, GSST*

*Fall 2023. Nelson.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

## **BLST 180. Honors Thesis**

*2 credits.*

*Catalog chapter: Black Studies*

*Department website: <http://www.swarthmore.edu/black-studies-program>*

## **Art History**

## **ARTH 066. Race, Space, and Architecture**

*This colloquium considers how race and identity interact with architectural and urban spaces, especially in the United States in the twentieth century. By studying the historical and theoretical dimensions of topics including the meanings attached to public and private housing, the training and practice of designers, and the reconstruction and transformation of urban places, we will interpret how race has shaped buildings, landscapes, and plans. In turn, we will also examine how the built environment has shaped the formation and interpretation of racial categories.*

*Humanities.*

*1 credit.*

Eligible for BLST  
Spring 2023. Goldstein.  
Catalog chapter: Art and Art History  
Department website: <http://www.swarthmore.edu/art>

## Dance

### DANC 025A. Dance and Diaspora

*(Cross-listed as ANTH 020J)*

*How do we locate competing claims of globalization, place-ness, and hybridization of cultural identity in a single frame? Dance offers an unconventional but powerful frame for studying such competing claims of identity formation. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa, and Latin America, we will examine the trajectories of the global and the local in constructing identity and difference. Students will engage with theories on nationalism, transnationalism, and globalization, as well as embodiment and experience. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power, all of which inform and continue to reshape these cultures and their dance forms.*

*The primary goal for this course is to develop an understanding of cross-cultural identity and difference through the study of dance in contemporary society. The readings will introduce students to the constructed nature of cultural traditions and the contested nature of cultural identities. The writing goals are to teach students how to read critically and write within the disciplines of Anthropology, Dance/Culture Studies, Black Studies, and Global Studies. This course is eligible for credit towards a major or minor in Black Studies.*

*This is a reading and writing intensive course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, BLST, GSST, GLBL-Core*

*Fall 2021. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### DANC 043. Dance Technique: African Diasporic Traditions

*This course is an exploration of Diasporic West African dance and drum traditions through kinesthetic engagement and selected philosophical and aesthetic perspectives. This course will explore selected dance and drum traditions and their associated cultural functions as a way to enter an embodied dialogue in African Diasporic dance traditions. Primary focus will be placed on dance and drum traditions from Mali, Senegal, Guinea and Ghana as many of those dance and drum traditions have gained exposure in the West through National Dance Company tours. Dancers and drummers from these companies have relocated to the States and teach the repertory of their national dances for the last 60 years. The Philadelphia Diasporic dance and drum community is part of this rich legacy. The Swarthmore College Music and Dance Department commemorates 25 years of Diasporic African dance and drum traditions. Be part of the legacy.*

***Students enrolled in DANC 043 for academic credit are required to write several detailed journals and a short final reflection paper.***

*Open to all students.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for BLST*

*Fall 2021. Osayande.*

*Spring 2022. Osayande.*

*Fall 2022. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### DANC 049C. Dance Performance Repertory: African Diasporic Traditions

*Auditions for admission to this course will be held at the first class meeting. Additional information regarding the course is available from the instructor. Resulting choreography will be performed in the spring student concert. Students will be expected to attend additional ensemble rehearsals.*

*A dance technique course taken concurrently is highly recommended.*

Graded CR/NC.

Prerequisite: Permission of the instructor.

0.5 credit or P.E.

Eligible for BLST

Spring 2023. Staff.

Fall 2023. Osayande.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 053. Dance Technique: African Diasporic Traditions II**

*African dance II encourages experienced students to expand their understanding and technical execution of African dance forms. The course will use the Umfundalai technique along with other neo-traditional 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.*

Graded CR/NC.

Prerequisite: DANC 043 or permission from instructor.

0.5 credit or P.E.

Eligible for BLST

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 078. Dance/Drum Ensemble**

*A repertory class in which students will learn, rehearse and perform traditional Ghanaian dances and drumming, and a contemporary movement/rhythm piece consisting of both 'found' percussion 'discovered' movement. Participants will be encouraged to both play the rhythms and learn the dance/movement. Students will be expected to attend additional ensemble rehearsals.*

*Performance: LPAC main stage, first week of December as part of the fall student dance concert.*

0.5 credit or P.E.

Eligible for BLST

Spring 2022. Osayande. Rast.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

## **Economics**

### **ECON 073. Race, Ethnicity, and Gender in Economics**

*Does difference make a difference in economics? In this course, we use the theoretical and empirical tools of economics to recognize and analyze the diverse economic experiences of individuals and groups and to explore sources of and solutions to persistent inequalities. We also examine the roles of difference and diversity in the development of economic theory and policy.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for BLST, GSST

Fall 2022. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 081. Economic Development**

*A survey covering the principal theories of economic development and the dominant issues of public policy in low-income countries. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for ASIA, BLST, PEAC, GLOBL-core

Spring 2022. O'Connell.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **ECON 082. Political Economy of Africa**

*A survey of the post-independence development experience of Sub-Saharan Africa. We study policy choices in their political and institutional context, using case-study evidence and the analytical tools of positive political economy. Topics include development from a natural resource base, conflict and nation building, risk management by firms and households, poverty reduction policies, globalization and trade, and the effectiveness of foreign aid.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for BLST, PEAC, GLOBL-Paired

Fall 2021. O'Connell.

Fall 2022. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **ECON 181. Economic Development**

*The economics of long-run development in Africa, Asia, and Latin America. We cover the leading theories of growth, structural change, income distribution, and poverty, with particular attention to development strategies and experience since World War II. Topics include land tenure and agricultural development, rural-urban migration, industrialization, human resource development, poverty targeting, trade and technology policy, aid and capital flows, macroeconomic management, and the role of the state. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience.*

Prerequisite: ECON 011, ECON 021, and either ECON 031, STAT 011, or STAT 021

Social sciences.

2 credits.

Eligible for ASIA, BLST, PEAC

Fall 2021. O'Connell.

Spring 2023. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **Educational Studies**

### **EDUC 033. Black Education**

*This course examines the lives of Black children and youth in American education from a socio-historical perspective. A particular focus is placed on the Black struggle for educational access and equality, and educational policies and programs designed to advance the education of Black students. The goal is to reconsider how schools and classrooms can realize the promise and potential of Blacks in the United States.*

Prerequisite: Either EDUC 014 or BLST 015.

1 credit.

### **EDUC 046. Race, Nation, Empire and Education**

*(Cross-listed as SOAN 040M)*

*Drawing on anthropology, history, and cultural studies, this course develops frameworks for understanding the historical and contemporary role of education in race-making, nation-building, and empire-building projects. We focus on how educational processes shape the material, cultural, psychological, socioeconomic, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include: education's dual role in settler colonialism and its potential for decolonization; scientific racism as it relates to discourses about intelligence; institutions of higher education and their entanglements with slavery and imperialism; education in colonial and post-colonial settings; legislating bodies and intimacies among young women of color; and education as a site for producing hegemonic notions of the ideal citizen-subject. This course includes films, guest speakers, and field trips to enhance the learning process.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 068. Urban Education**

*(Cross-listed as SOAN 020B)*

*Drawing on anthropology, sociology, history, urban studies, and cultural studies, this course challenges popular notions of "urban education" rooted in deficit thinking. We consider "urban" as a lens for conducting a spatial analysis of inequalities, and "education" as an expansive concept that indexes the formal institution of schools, as well as informal youth culture. We also consider education's dual role in exacerbating inequalities, and its potential as sites of resistance, refusal, and liberation. Course topics include: market-based school reform, pedagogies of resistance, youth culture and the semiotics of language and fashion, school to prison pipeline, and segregation and integration. This course focuses on Philadelphia as a case study, and includes fieldwork, films, guest speakers, and field trips to enhance the learning process.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS, ESCH.*

*Fall 2022. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 133. Race, Boyhood, and Education**

*(Cross-listed as BLST 133)*

*This seminar examines the lives of Black boys in U.S. schools and classrooms. Black boyhood and Black masculinity are utilized as frameworks to interpret how aspects of school life influence their learning and identities, such as teacher expectations, school discipline policy, and special education referral processes. Rooted in boys' agency and resistance, its goal is to inform a (re)imagining of educational spaces in ways that cultivate the promise of Black boys, and other boys (and girls) of color.*

*Social sciences.*

*2 credits.*

*Eligible for BLST, GSST.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **English Literature**

### **ENGL 009S. First-Year Seminar: Black Liberty/Black Literature**

*How have African American writers told stories of freedom, and how have they tried to tell them freely? How has the question of freedom shaped the development of, and debates over, an African American literary tradition? Drawing upon fiction, poetry, personal narratives, and critical essays, we will examine freedom as an ongoing problem of form, content, and context in black literature from antebellum slavery to the Harlem Renaissance.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 054. Toni Morrison**

*(Cross-listed as BLST 054)*

*As the recipient of numerous literary prizes (Nobel, Pulitzer, and National Book Critics Circle Award, to name a few), Toni Morrison was an author of international renown whose books routinely occupied a place on domestic and international best seller lists. Indeed, it is safe to say that her work transcended what many readers ascertain as "black writing" in the 21st Century. Her works consistently engaged the role memory,*



place, and community play in our lived experience. But how did Morrison understand her literary project in light of the fact that she eschewed the white gaze as a controlling motif in her fictions? In a moment when discussions about how-and sometimes, whether-we value Black bodies are happening all around us, this course offers us an opportunity to use the reading of Morrison's novels as a catalyst for new ways to think not only about how we can occupy place, but happily cohabit with our neighbors whether they look like us, share our point of origin, or reflect our values. In the process, we will endeavor to become a learning community in which critical thinking, analysis, dialogue, and debate are central to developing inclusive methods of inquiry.

Humanities.

1 credit.

Eligible for BLST

Fall 2023. Beavers.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

## **ENGL 060. Early Black Print Cultures**

(Cross-listed as BLST 060)

This course introduces students to the wide variety of early Black print culture in the US, including newspapers, broadside poetry, political pamphlets, and novels. We will attend closely to the materiality of these texts, reading not only for the work of authors but also that of illustrators, editors, publishers, typesetters, and readers. What racial identities, aesthetic forms, and political possibilities did print afford? Our investigations will be informed by readings in recent theory and criticism on Black Studies, print culture, and archives. In their final projects, students will have the chance to pursue their own original research using the rich resources of Philadelphia-area libraries.

18th/19th c.

Humanities.

1 credit.

Eligible for BLST.

Fall 2022. Cohen.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 061. The Literatures of Slavery**

How did Black literary production emerge to resist the institution and ideology of slavery in the United States? While this course will focus largely on antebellum slave narratives- powerful acts of self-presentation that challenged the racial logic of slavery and bore witness to its brutal violence-we will also consider Black oratory, essays, poetry, and fiction of the late 18th and 19th centuries.

18th/19th c.

Humanities.

1 credit.

Eligible for BLST.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 062. Classic Black Autobiography**

A survey of twentieth-century Black autobiography, emphasizing the significance of the autobiography as an act of representation, not simply a document of experience. What strategies do Black narrators like Du Bois, Wright, Hurston, Dunham, Baldwin, Lorde, and Malcolm X employ to represent themselves, and how? How do their textual strategies and contextual concerns change from the Jim Crow regime into the post-Civil Rights era?

20th/21st c.

Humanities.

1 credit.

Eligible for BLST.

Fall 2021. Foy.

Spring 2024. Foy.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 063. Contemporary Black Autobiography**

*How does the Black subject become the source and site of intersectional theory? This course examines the complexities of Black self-presentation in relation to gender, sexuality, class, place, and history, with a particular focus on developments within the last decade, the era of Black Lives Matter.*

*20th/21st c.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST.*

*Spring 2022. Foy.*

*Spring 2023. Foy.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 064A. The New Negro Versus Jim Crow**

*The first in a sequence of courses on the post-Emancipation development of African American literature, this course focuses on the Black literary florescence that began at the end of the 19th century even as the strictures and structures of the Jim Crow regime hardened. What, then, is the relationship between the birth of Jim Crow and the birth of a "New Negro"?*

*18th/19th c.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST.*

*Fall 2021. Foy.*

*Fall 2023. Foy.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 068. Black Culture in a "Post-Soul" Era**

*Since the 1970s, younger generations of African American writers, artists, and intellectuals have struggled over the meaning of Blackness in the wake of the Civil Rights and Black Power movements that preceded them. Supported by a handful of historical and critical studies, we will examine how black novelists, playwrights, and poets in the 'post-soul' era have dealt with a complex of shifting and interconnected concerns, including the imperatives of racial representation in a society increasingly driven by mass consumption and global media, the contentious discourses of sexual politics, and the polarization of classes within Black America.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 089. Race, Gender, Class and Environment**

*(Cross-listed as SOAN 020M, ENVS 043)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offer students opportunities for community-based learning working in partnership with local organizations.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ENVS, ESCH, GSST, GLBL-core*

*Spring 2022. DiChiro.*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 116. Redefining US Southern Literature**

*(Cross-listed as BLST 116)*

*Our focus this year will be on the long, grand, and problematic tradition of U.S. Southern literature especially fiction in both comic and tragic modes as it developed after the Civil War to the present.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Spring 2023. Schmidt.*

*Fall 2023. Schmidt.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 119. Black Cultural Studies**

*How have black writers both represented and theorized a series of tensions characterizing African American culture since the end of slavery—between past and present, roots and routes, folk and modern, sound and vision, city and country, nation and diaspora, culture and capital, people and power? Motivated by such concerns, this seminar will examine approaches to African American literature that are historical, cultural, and theoretical. Prior work in African American literature and/or Black Studies is recommended.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Eligible for BLST*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

## **Environmental Studies**

### **ENVS 043. Race, Gender, Class, and the Environment**

*(Cross-listed as ENGL 089, SOAN 020M)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.*

*1 credit.*

*Eligible for BLST, ENVS, ESCH, GLBL - Core, GSST*

*Spring 2022. Di Chiro.*

Catalog chapter: *Environmental Studies*

Department website: <http://www.swarthmore.edu/environmental-studies>

## **Film and Media Studies**

### **FMST 047. Race and Media Studies**

*This course interrogates the foundational role of race in the development of modern technologies and media theory. Moving across different periods and media formations, we will address how race as a social category and cultural fantasy has been materialized through specific film technologies, representational norms, and institutional networks. At the same time, we will also look at a range of films and television shows that challenge protocols for constituting race as an object of knowledge and control.*

Humanities.  
1 credit.  
Fall 2022. Staff.  
Catalog chapter: *Film and Media Studies*  
Department website: <http://www.swarthmore.edu/film-media-studies>

## French

### **FREN 045D. Le monde francophone: Cinémas africains**

*This course is an introduction to the filmmakers and history of Francophone West African cinemas, including film, video, and new media. Students will study the history and culture of this region, be introduced to key film concepts, and develop their ability to do in-depth film analysis. Students must attend weekly screenings.*

Prerequisite: FREN 015 or instructor permission.

Humanities.

1 credit.

Eligible for BLST, FMST, GBLB-paired

Spring 2024. Yervasi.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>

### **FREN 108. Littérature et cinéma moderne et contemporain: La question de représentation**

Humanities.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 111. Désir (post)colonial**

*This course addresses how the colonial encounter has shaped modern perceptions of race, ethnicity, gender, and sexuality through the production, circulation and consumption of deformed images of its colonial subjects. From noble savages and whimpering slaves to hideous monsters and seductive harem girls, we will examine the dynamics of representation embedded in colonial narrations and visual constructions of the "Other," focusing on conceptualizations of power as they relate to race, sexual politics and the gendering of the colonial subject. Primary texts include literature of the slave trade, orientalist fictions and photographs, colonial films, museum exhibitions and world's fairs, and contemporary works of fiction that deal with the legacy and sometimes continue the colonial desire.*

*Has a Francophone component. May be taken for 1 credit with permission from the instructor.*

Humanities.

2 credits.

Eligible for BLST, ISLM, GSST, GBLB - Paired

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

## History

### **HIST 001W. First-Year Seminar: Promised Lands: European Settler Colonies 1830-1962**

*This course explores European settler colonialism in Africa (including Algeria, Angola, and South Africa), Southeast Asia (including Indonesia), Oceania (Australia), and elsewhere in the 19th and 20th centuries. Students will analyze the practices and lived experiences of the European imperial project while considering topics such as intimate relationships; notions of self and identity; and economic, political, and physical domination. We will examine settler reactions to decolonization and the legacies of settler colonialism in independent African and Asian states.*

Social sciences.

Writing course.

1 credit.

Eligible for BLST, ISLM

Catalog chapter: *History*

Department website: <http://www.swarthmore.edu/history>

### **HIST 007B. African American History, 1865 to Present**

*Students in History 7B investigate the history of African Americans from Reconstruction through the 21st century. Historical monographs, autobiography, film, and literature reveal the story of emancipation, political activism, industrialization, and transformations in cultural identity from Jim Crow to the election of the nation's first Black president.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-paired*

*Spring 2022. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-Paired*

*Fall 2022. Burke.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 031. France in Algeria, France and Algerians, 1830-present**

*What do the existentialist Albert Camus and the soccer star Zinedine Zidane have in common? The intertwined histories of Algeria (Camus' birthplace) and France (Zidane's). This course examines that history, from the 1830 invasion to the War of Independence to today. We will ask how the settler population, of whom Camus is just an example, emerged and analyze debates about citizenship represented by Zidane and other children of Algerian migrants. Throughout, we will interrogate the history of French empire.*

*Prerequisite: Department prereq of a previous history course*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ISLM*

*Fall 2022. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 043. Antislavery in America**

*A research seminar in which students explore the history of antislavery, abolitionist, and emancipationist movements in North America.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 051. Black Reconstruction**

*This course recounts the struggle for freedom and national citizenship rights in the post-Civil War era. Black courage and determination secured hard won successes despite "splendid failures." History, fiction, and film treatments will help students gain insights into "America's second Revolution."*

*Prerequisite: A HIST or BLST course at Swarthmore or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Fall 2021. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 059. Motherhood in American History**

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 089. The Environmental History of Africa**

*Cross-listed as ENVS 025*

*This course examines African history from an ecological and environmental perspective.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 090E. On the Other Side of the Tracks: Black Urban Community**

*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.*

*Prerequisite: This course is not open to first-year students. A HIST or BLST course at Swarthmore.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Spring 2022. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 140. The Colonial Encounter in Africa**

*Students focus on the social, economic, and cultural dimensions of the colonial and postcolonial era in modern Africa.*

*Social sciences.*

*2 credits.*

*Eligible for BLST, DGHU, INTP*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Latin American and Latino Studies**

### **SPAN 050. Afrocaribe: literatura y cultura visual**

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation, syncretism and transvestism.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS, GLBL-Paired*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 052. Afro-Caribbean Literature and Visual Culture**

*(Cross-listed as LITR 052S and LALS 052)*

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

*Humanities.*

*1 credit.*

*Eligible for LALS, BLST*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 053. Memorias a la deriva. El Caribe y sus diásporas**

*This course will focus on the study of the central role that notions of diaspora and insularity have played in the formation of Caribbean cultures with emphasis in the symbolic representation of these issues during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Particularly, we will pay attention to icons, images, and metaphors that have become an essential part of Caribbean aesthetics and subjectivity like the island, the sea, the boat, the hurricane, the bird, the cannibal, and the runaway. By tracing the representation of those emblems in a wide variety of texts and visual culture works we will reflect on the intersections between history, politics, diaspora, ecology, and affects.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, BLST*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **Linguistics**

### **LING 025. Sociolinguistics: Language, Culture, and Society**

*(Cross-listed as SOAN 040B)*

*This course is an introduction to the connection between language and social and identity as it is studied from a variety of methodologies and perspectives, including ethnography, variationist sociolinguistics, and experimental sociolinguistics in the lab. Topics to be examined include the following: How do we create our intersecting identities when we use language? How do social factors such as age, gender, ethnicity, and socioeconomic class influence the way people use language? How do individual speakers use language differently in different situations? How do social and regional dialects differ from each other, and why? How does language change spread within and between communities? Students will collect and analyze data from real-life speech to explore the social correlates of linguistic behavior, using both qualitative and quantitative methods to analyze their data.*

*Social Sciences.*

*1 credit.*

*Eligible for ESCH*

*Fall 2021. Fuller Medina.*

*Spring 2022. Conrod.*

Fall 2022. Staff.  
Spring 2023. Staff.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

## Modern Languages and Literature

### LITR 078F. Film and Place: West African Filmmakers at Home and Abroad

Crosslisted with FMST 058 .

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Teno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

Humanities.

1 credit.

Eligible for BLST, GBLB-paired

Fall 2021. Yervasi.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## Music

### MUSI 003. Jazz History

*In-depth insights into Jazz history from its African roots and early forms to its recent developments. Focusing on exemplary recordings and musicians and including visiting Jazz musicians in class, the student will be able to get an overview as well as to make personal experiences and to develop listening and analyzing abilities.*

Humanities.

1 credit.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### MUSI 003B. Listening to Jazz: Culture, Place, and Sound

*In this introductory course, students will learn about the origins and development of Jazz music, starting from its beginnings in New Orleans, to its growth as "America's music," and now as art form appreciated worldwide. We will engage with issues not only of history and location, but also of sound and musical innovation, with a spotlight on improvisation as a hallmark practice of the genre. Students will develop engaged music listening skills applicable to all musical genres as we learn more about Jazz music and the story that has been told about it. There are no prerequisite courses necessary to enroll.*

Humanities.

1 credit.

Fall 2023. Klingenberg.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### MUSI 005F. Black Popular Music: From "Race Music" to the Mainstream

*Black popular music today sits at the center of the American mainstream, but it was not always so. In this course, we will chart the emergence and development of Black popular music over the 20th and into the 21st century and examine the contexts that place it ever closer to the heart of American music and as a continued reflection of Black life in America. Aretha Franklin, Stevie Wonder, Beyoncé Knowles-Carter, Kendrick Lamar, and Childish Gambino will all play a role as we listen to America through the soundscape of Black Pop. There are no prerequisites for this course.*



Prerequisite: None  
1 credit  
Eligible for BLST

### **MUSI 006D. Performing Resistance: Black Music and Protest in the African Diaspora**

*This course explores African diasporic music as it's been used in performative acts of resistance and protest in the United States, the Caribbean, and South America. We will consider instances when music and movement have been deployed in response to political, economic, and social tyranny in the past and in the present.*

Eligible for GBLB - Paired, PEAC, BLST  
Fall 2021. Stewart.  
Spring 2022. Stewart.  
Catalog chapter: Music

### **MUSI 008B. Music, Race and Class**

*(Cross-listed as BLST 008B)*

*What is the power of music? How can music empower individuals and groups in the fight for justice? In this course we will investigate contemporary case studies from around the world when groups have employed music to confront racism and classism in pursuit of social justice. Case studies include Apartheid South Africa, Buraku Taiko drummers in Japan, and the Kamehameha Schools Songs Contest in Hawai'i. Students will complete an original community project to share their course experience with other students on campus. Open to all students without prerequisite.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, BLST, GBLB-Core*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 009B. Music as Oral Tradition**

*"Until the lions have their own historians, the history of the hunt will always glorify the hunter." This African proverb, popularized by Nigerian novelist Chinua Achebe, reflects the absence of the voices of colonized subjects in recorded histories of colonial domination.*

*This course explores the music and oral traditions of African and African diasporic peoples as legible historical records that are valuable and credible receptacles of, and sources for the dissemination and comprehensive production of world knowledge. As receptacles of knowledge, the living archives of song, instrumental music, dance, storytelling, traditional foods, and spiritual practice offer communities a mode for remembrance, and for teaching, learning, and preserving valuable social information. As sources of knowledge production, the records that inhabit these living archives represent colonial histories from the perspective of the colonized, on their terms.*

*During this course, students will use selected case studies to examine how the living archives of colonized African and African diasporic people in continental Africa, the Caribbean, and the Americas have been influential in chronicling past and present struggles. They will consider how these records remain vital to communities' ability not just to survive, but to thrive in the twenty-first century and beyond.*

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*Eligible for GBLB - Paired, Lang Engaged Scholarship, BLST*

*Spring 2022. Stewart.*

### **MUSI 061. Jazz Improvisation**

*A systematic approach that develops the ability to improvise coherently, emphasizing the Bebop and Hard Bop styles exemplified in the music of Charlie Parker and Clifford Brown.*

*Prerequisite: Ability to read music and fluency on an instrument.*

*Humanities.*

*1 credit.*

Catalog chapter: *Music and Dance: Music*  
Department website: <http://www.swarthmore.edu/music>

### **MUSI 071. Salsa Dance/Drumming**

*(Cross-listed as DANC 071)*

0.5 credit.

Catalog chapter: *Music and Dance: Music*  
Department website: <http://www.swarthmore.edu/music>

## Philosophy

## Political Science

### **POLS 028. The Urban Underclass and Public Policy (AP)**

*This course 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.*

*Prerequisite: POLS 002*

*Social Sciences.*

*1 credit.*

*Eligible for BLST.*

*Spring 2023. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 063. African Politics (CP)**

*This course provides an introduction to contemporary African politics with a strong focus on political dynamics in particular African countries. We begin with Africa's political history, examining pre-colonial structures, the impacts of colonialism, the post-colonial state and practices of power. We then examine the social forces that shape contemporary politics (e.g., ethnicity, religion, gender, class) and the range of regime types that have emerged in recent history. The final part of the course focuses on the economic dimensions of politics, conflict dynamics on the continent and the role of local, regional and international actors in addressing development, peace and security issues. The core concepts and theories explored in the course are brought to life through a semester-long reporting project in which students work closely over Skype with experts in the region.*

*Note distributional change from IR*

*Social sciences.*

*1 credit.*

*Eligible for BLST; GLBL-Paired; PEAC*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 064. African American Political Thought (TH)**

*This seminar is an engagement with African American political thought from approximately 1830 to the present. We will focus on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. However, we will also use their texts to explore broader themes in political theory about the meaning of "freedom" and the burdens of democratic citizenship. These include debates among African American intellectuals about coalition building, civil disobedience, violence, organized religion, gender, social class, education, economic organization, and American foreign policy. We will think critically about how African American political thinking both intersects with and challenges Eurocentric philosophical traditions, and how it intersects with intellectual and political movements in the broader African diaspora community.*

*The syllabus may include thinkers such as David Walker, Frederick Douglass, Sojourner Truth, Martin Delany, Harriet Jacobs, Booker T. Washington, W.E.B. Du Bois, Ralph Ellison, James Baldwin, Martin Luther King Jr., Stokely Carmichael, Harold Cruse, Malcolm X, Angela Davis, Toni Morrison, Cornel West, Clarence Thomas, and Barack Obama.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB, BLST*

*Spring 2023. Arlen.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 070B. Politics of Punishment (AP)**

*The question of why the United States has become a vastly more punitive society—some 2.3 million Americans are held in jails and prisons throughout this country, at last count—is the subject of this upper-level division seminar. The aim of the seminar is to provide both a critical and in-depth exploration of the interplay among American electoral politics, public concerns regarding crime, and criminal justice policy. Among the central questions we will examine are: How is it that so many Americans are either locked up behind bars or under the supervision of the criminal justice system? And where did the idea of using "jails" and "prisons" as instruments of social and crime control come from? What explains the racial and class differences in criminal behavior and incarceration rates? What does it mean to be poor, a person of color—and in "jail" or "prison?" How and why does criminal justice policy in this country have its roots in both the media culture and political campaigns? And how might "politics" underpin what is known as "felon disenfranchisement" or "prison-based gerrymandering?" What are the implications of such political practices for broader questions of racial, economic, and social justice? And importantly, what are the prospects for reform of America's incarceration complex?*

*Enrollment only by permission of the instructor.*

*Social sciences.*

*1.5 credit.*

*Eligible for BLST*

*Spring 2022. Reeves.*

*Spring 2023. Reeves.*

*Spring 2024. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Religion**

### **RELG 003B. Varieties of Religious Experience in African Diaspora**

*This course explores varieties of Black Diaspora religion through the lens of religious experience -- or all those ways that Black ritual foregrounds sensible encounters with Spirit as an aim of worship. Through reading discussions, lectures, multimedia sources, and social media platform assignments, students will discover aspects of Black Spirit ritual through the domains of the five physical senses: touch, taste, sight, smell, sound; choreography, kinaesthetics and embodied movement; and the Diasporic "sixth senses" of dreams, visions, divination, revelation, spirit possession, trance, and ecstasy.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 007B. The Caribbean Carnival: Sacred Myth and Performance**

*From saint feast day processions and pilgrimages for Black Christ statues to Carnival, Crop Over, and other Caribbean harvest festivals, religious holidays in Latin America are occasions for celebration. This course focuses on religious festivals and ritual bodies to reveal the ways these performances form mobile archives of history that yet testify both to the accumulated forces of colonialism, slavery, and capitalism that shaped this region, as well as the power of choreography and other embodied movement as instruments and devices of popular insurgency.*

*Course materials include primary and secondary readings, multimedia sources such as ethnographic videos and audio recordings, material and sartorial culture objects, and in-class lectures and discussions. Potential field trip to Philadelphia's El Carnaval de Puebla.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, LALS*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **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.*

Humanities.

1 credit.

Eligible for BLST, ESCH, PEAC

Fall 2021. Padilioni.

Fall 2023. Chireau.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 024. From Vodun to Voodoo: African Religions in the Old and New Worlds**

*Is there a kindred spirituality expressed within the ceremonies, beliefs, music and movement of African religions? This course explores the dynamics of African religions throughout the diaspora and the Atlantic world. Using text, art, film, and music, we will look at the interaction of society and religion in the black world, beginning with traditional religions in west and central Africa, examining the impact of slavery and migration, and the dispersal of African religions throughout the Western Hemisphere. The course will focus on the varieties of religious experiences in Africa and their transformations in the Caribbean, Brazil and North America in the religions of Candomblé, Santería, Conjure, and other New World traditions. At the end of the term, in consultation with the professor, students will create a web-based project in lieu of a final paper.*

Humanities.

1 credit.

Eligible for BLST, ESCH, GLBL-core

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 025. Black Women, Spirituality, Religion**

*This course is an exploration of the spiritual lives of African American women. We will hear black women's voices in history and in literature, in film, in performance and music, and within diverse periods and contexts, and reflect upon the multidimensionality of religious experience in African American women's lives. We will also examine the ways that religion has served to empower black women in their personal and collective attempts at the realization of a sacred self. Topics include: African women's religious worlds; women in the black diaspora; African American women in Islam, Christianity, and New World traditions; womanist and feminist thought; and sexuality and spirituality. Readings include works by: Alice Walker; Audre Lorde; bell hooks; Zora Neale Hurston; Patricia Williams, and others.*

Humanities.

1 credit.

Eligible for BLST, GSST

Fall 2022. Chireau.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 043B. Decolonizing Afro/Latin American Religion**

*Is scientific knowledge superior to ancestral wisdom or spirit revelation in its ability to apprehend and describe reality? This course interrogates the problem of coloniality as an imposition of power-knowledge that occurred as Iberians and their state-church institutions conquered indigenous Americans and enslaved indigenous Africans. We will free the subjugated knowledges of "Latin" America by encountering alternative narratives of history and sacred memory embedded within mythology and ritual. We will approach various streams of indigenous wisdom to discover philosophical-ethical outlooks on justice, reciprocity, and right living. Students will develop an account of how Euro-America's scientific-rational knowledge has appropriated the ethnobotanical and other ecological perspectives of Africans and Native Americans contained within healing/wellness traditions.*

Humanities.

1 credit.

Eligible for BLST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 045. Bob Marley's Setlist: Vibrations of a Rastafari Worldview and Ethos**

*On July 21, 1979, Bob Marley & the Wailers performed at Boston's Harvard Stadium as part of the Amandla Festival of Unity held in support of the liberation of South Africa. Their 90-minute reggae music concert featured a sonic-rhythmic-choreographic kaleidoscope looping the audience through 400 years of Rastafari mythic history and prophetic visions: although Africans were taken captive to Babylon (the American wilderness of racial capitalism), Jah Rasatafi had prepared a homeland in Ethiopia for the return of all Jah people, if only they chant down Babylon's destruction by preaching one love, good vibrations, and unity in I-and-I.*

*This class holds reggae music as a preeminent liturgical corpus of the Rastafari tradition, and investigates the Rasta worldview as performed by Bob Marley & the Wailers during their legendary Amandla set. Through a combination of concert video footage and a set of secondary source materials, students will place each Marley & the Wailers reggae anthem within its mystic Rastafari theological, aesthetic, and historic contexts. Topics include Diasporic Ethiopianism, Black Diaspora-Jewish Diaspora typology, Afro-Jamaican spirit-ecstatic musical traditions (myal, obeah, kumina, and burru), Rasta womanhood/gender, Caribbean resistance to slavery via marronage and fugitivity (Tacky's Rebellion), pan-Africanism (Marcus Garvey's UNIA "Back to Africa" Movement).*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 047. Afro-Futurism: Astral Mythologies of Creation and the Afterlife**

*(Cross-listed as ENVS 057)*

*In his 1974 film *Space is the Place*, avant-garde jazz musician Sun Ra announced his mission to rescue Black earthlings and shuttle them in his spaceship to the safety of a newly-discovered planet: "I come to you as a myth. Because that's what black people are, myths. I come to you from a dream that the black man dreamed long ago." In many ways, Sun Ra's prophecy parallels variants of the Dogon creation myth of Mali, West Africa (recorded in the 1940s) that details the fateful voyage of the Nommos demiurge deities, who traveled to Earth in a sky vessel from a planetary point of origin some observers speculate may orbit the Sirius star system.*

*Through primary and secondary readings, interactive classroom activities, and multimedia sources -- including a bevy of music and film recordings -- this course investigates Afrofuturism as a radical imaginary within the broader corpus of Black Astral Mythologies. By tracing a throughline between topics such as 16th-century astronomical observations at the University of Timbuktu, U.S. Underground Railroad fugitive navigations according to the 'North Star,' and recent cosmogonic speculation by quantum physicists into the elusive nature of Dark Matter, students will consider this premise: when the safe harbor of the earth no longer offers itself as habitation, Blackened celestial futures constellate the cosmic horizons.*

*Possible field trip to the House of Future Sciences, headquarters of the Philadelphia collective AfroFuturist Affair.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ENVS*

*Fall 2021. Padilioni.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 109. Afro-Atlantic Religions**

*This course investigates the Afro-Atlantic trope of spirit possession. The notion of "possession" contains a double meaning, referring in one register to phenomena of trance, ecstasy, and other embodied engagements with Spirit(s), historically identified by religious studies scholars as hallmarks of African Diasporic ritual traditions. In yet another register, the notion of "possession" chains Black religion to the history of the Transatlantic Slave Trade and its logic of racial capital that sold Black bodies as commodities to be possessed by a master. By way of ethnographic field reports, videos, films, and readings in critical race theory, kinesthetics, and phenomenology, students will untangle these tropes of Black spirit and possession to discover what their alternative, Africanist perspectives might teach us about the nature of Being, consciousness, materiality, and how to live well in ancestral community.*

*Humanities.*

*2 credits.*

*Eligible for BLST, LALS*

Spring 2022. Padilioni.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

## Sociology and Anthropology

### **ANTH 003G. First-Year Seminar: Development and its Discontents**

*In this course, our goal will be to gain a new perspective on an often-unquestioned social "good": that of international economic development, including foreign aid to countries in the global south. This course will provide students with an introduction to the origin and evolution of ideas about development, and will encourage them to examine major theories and approaches to development from classical modernization theories to world-systems theories. Students will gain insight into how ideas of development fit into larger global dynamics of power and politics and how, contrary to professed goals, the practices of international development have often perpetuated poverty and widened the gap between rich and poor. During the course, we will investigate these issues through an array of texts that address different audiences including a novel, academic books and journals, film, popular writings and ethnographic monographs.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, PEAC, ESCH, GLBL - Core*

*Spring 2024. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 020J. Dance and Diaspora**

*(Cross-listed as DANC 025A)*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, BLST, GSST, GLBL-Core*

*Fall 2021. Chakravorty.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 023C. Anthropological Perspectives on Conservation**

*Conservation of biodiversity through the creation of national parks is an idea and a practice that began in the U.S. with the creation of Yellowstone in 1872. In this course, we will examine the ideas behind the initial creation of national parks and explore the global spread of these ideas through the historical and contemporary creation of parks in other countries. As we examine the origin of the idea for parks, we will also consider the human costs that have been associated with their creation. Ultimately, the class offers a critical exploration of theories and themes related to nature, political economy, and culture-themes that fundamentally underlie the relationship between society and environment.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ENVS, GLBL- core*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOAN 020B. Urban Education**

*(Cross-listed as EDUC 068)*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS, ESCH*

*Fall 2023. Liu.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 020M. Race, Gender, Class and Environment**

*(Cross-listed as ENVS 043, ENGL 089)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GSST, BLST, GLBL-core, ESCH*

*Spring 2022. Di Chiro.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 007B. Introduction to Race and Ethnicity in the United States**

*Today, most sociologists and anthropologists acknowledge that race is a social construct and not a biologically measurable and discrete category. Although race does not exist in any consistent physiological way, it remains a central aspect of personal and cultural identity, often standing in for the concept of culture or ethnicity and usually connoted by physically identifiable (or marked) difference. Race is also one of the most significant predictors of quality of life for groups and individuals in the United States. With this in mind, we will examine the concepts of race and its history in the United States. Paying particular attention to the legacy of white supremacy in the United States, we will explore the multiple ways that race and ethnicity function in this country.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ESCH*

*Spring 2022. Johnson, Veras.*

*Spring 2023. Veras.*

*Spring 2024. Veras.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 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 U.S.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GSST*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 020D. Race in Latin America and the Caribbean**

*Is it the "one-drop rule," phenotype, or something else? Indeed, as a social construct, racial categories are created, codified, and contended based on their unique sociopolitical histories. This course will introduce you to the sociological study of race and ethnicity throughout the Americas-North, Central, and South. We will learn how white supremacy, The Transatlantic Slave Trade, and imperialism have shaped the sociohistoric construction of race over time and space and its implications for racial inequality in respective societies. Central to this course, is understanding comparative perspectives with how anti-Blackness and anti-indigeneity is constructed in Latin America, the Caribbean, and the United States. The course invites us to consider how the legacies of European domination persist, and to think critically about how to move forward.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS*

Fall 2021. Veras.

Fall 2023. Veras.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **SOCI 028. Black Liberation 2020**

*(Cross-listed as BLST 028)*

2020 has been a tumultuous year. Economic, social, environmental and political events around the world have put global racial hierarchy in stark relief. In the United States, the Coronavirus pandemic is revealing and exacerbating existing racial inequalities. The continued state sponsored killing of Black people has sparked the latest iterations of the Black Liberation Movement within and across multiple boundaries. In this interdisciplinary course, we will investigate and uncover the seeds of these movements in previous eras, the conditions of white supremacy that continue to call forth resistance, and the manifestations of that constant resistance globally, nationally, and local to our city of Philadelphia. In partnership with the Pulitzer Center, students will work with preeminent journalists, local organizers and community members to create a podcast that will serve as a digital archive to tell multifaceted stories of Black Liberation 2020.

Social sciences.

1 credit.

Eligible for BLST, GLBL-core

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **SOCI 030C. The Black Atlantic: Diasporic Perspectives and Resistance**

*(Cross-listed as BLST 030C)*

Triumph, failure, defeat, and resistance vis a vis slavery, colonization, and emancipation, are central in shaping the vastness of Black experiences. In this course we bridge individual and historical processes. Our engagement with Black authors' historical fiction and empirical works invites us to consider the day-to-day negotiations of Black: struggles, joys, sorrows, and freedoms as both intimately personal and ideological endeavors. Our focus spans slavery in the US and Caribbean and colonization of sub-Saharan Africa, highlighting important connections and distinctions unique to locales and their relationality to white supremacy.

Social sciences.

1 credit.

Eligible for BLST

Spring 2022. Veras.

Spring 2024. Veras.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **SOCI 037C. Racial Geographies**

This course considers how racially oppressed peoples have imagined and interpreted place in ways that affirm life, foster belonging, expose conflict, and create change. We will consider how the meaning and value of place is always being contested by differently situated social actors. Moreover, we will consider how the loss of place can have destructive implications for collective identity and memory, but can also promote collective action. Course readings will examine processes of forced migration, segregation, urban renewal, gentrification, displacement, and community building.

Social sciences.

1 credit.

Eligible for BLST

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **SOCI 048G. Between the "Is" and the "Ought" Black Social and Political Thought**

*(Cross-listed as BLST 040G)*

Our study of black social and political thought will include not only the pivotal scholarly texts, but also the social and political practice and cultural production of abolitionists, maroons, Pan-Africanists, club women, freedom fighters, poets, and the vast array of "race men and women" across the spectrum of crusades. We will explore the range of intellectual and cultural production and protest ideology/action of Blacks through the politics and social observation of the pre-emancipation period, post-emancipation liberation struggles, and the post-colonial and post-civil rights period.



Social sciences.

1 credit.

Eligible for BLST

Fall 2023. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 048I. Race and Place: A Philadelphia Story**

*Using Philadelphia neighborhoods as our site of study, this course will analyze the relationship between race/ethnicity and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. We will survey major theoretical approaches and empirical investigations of racial and ethnic stratification in cities, their concomitant policy considerations, and the impact at the local level in Philadelphia. As part of The Tri-Co Philly Program, this course will engage scholars, practitioners, community members, and leaders as teachers, learners, and researchers alongside students in the course.*

*Prerequisite: Requires permission of the Instructor.*

Social sciences.

1 credit.

Eligible for BLST, ESCH

Fall 2023. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 048L. Urban Crime and Punishment**

*This course takes a sociologically based yet interdisciplinary approach to the study of the politics of crime and the criminal justice system in U.S. cities. We investigate the origins of the politics of law and order from the mid-twentieth century to today, against a broader backdrop of macrostructural changes in the social, economic, and political landscape including but not limited to urban de-industrialization and suburbanization. Using Philadelphia neighborhoods as our site of study, this course will analyze the relationship between urbanity, criminality and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. We will survey major theoretical approaches and empirical investigations of politics, crime and stratification in cities, their concomitant policy considerations, and the impact at the local level in Philadelphia. Readings and in-class discussions will be supplemented by experiences in the field and guest speakers drawn from organizations involved in the crime/criminal justice system.*

*Requires permission of the Instructor.*

Social sciences.

1 credit.

Eligible for BLST, ESCH

Fall 2021. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 058B. Black Feminisms**

*In this course, we will examine the contours of Black women's (womyn's/womxn's) ways of naming, being and knowing, their resistance to gender and race hierarchies, violence, domination, and oppression, and their insistent love, joy, art, and creative practices. We will center black queer feminisms, explore the intersections of race, gender and sexuality with class, region, religious and spiritual practices, generation, space and place; explore black feminist thought and its relationship to womanism and other feminisms; explore the multitude of positionalities of black women (womyn/womxn); examine mediated representations of black women; the commodification of black women's aesthetics, bodies and sexualities, and the resistance to the same; and highlight black women (womyn/womxn) and femme centered spaces and collectives.*

Social sciences.

1 credit.

Eligible for BLST, GSST

Catalog chapter: Sociology and Anthropology

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 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 U.S. is the focus, but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

Social sciences.

2 credits.

Eligible for BLST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 138. DuBois and the 21st Century Color Line**

(Cross-listed as BLST 138)

*This course will generate an understanding of the sociology of W. E. B. DuBois and the role of insurgent theory. In it, we will uncover DuBois' role as a founder of American sociology and analyze the social and political factors that relegated DuBois to the margins of the sociological enterprise for over a century. Further, we will explore the significance of W.E.B. DuBois' contributions to projects of collective racial advancement and the intellectual climate of twentieth-century America; identify critical junctures in the scholar's life related to his evolving and some would argue increasingly radical worldview; highlight the importance of DuBois' sociological, philosophical, artistic, and educational contributions to the transformation of 20th century American society; and ruminate on what lessons the life and work of DuBois offer us in this contemporary moment.*

Social sciences.

2 credits.

Eligible for BLST

Fall 2023. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **Spanish**

### **SPAN 050. Afrocaribe: literatura y cultura visual**

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation, syncretism and transvestism.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

Humanities.

1 credit.

Eligible for BLST, LALS, GLBL-Paired

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 052. Afro-Caribbean Literature and Visual Culture**

(Cross-listed as LITR 052S and LALS 052)

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

Humanities.

1 credit.

Eligible for LALS, BLST

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 053. Memorias a la deriva. El Caribe y sus diásporas**

*This course will focus on the study of the central role that notions of diaspora and insularity have played in the formation of Caribbean cultures with emphasis in the symbolic representation of these issues during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Particularly, we will pay attention to icons, images, and metaphors that have become an essential part of Caribbean aesthetics and subjectivity like the island, the sea, the boat, the hurricane, the bird, the cannibal, and the runaway. By tracing the representation of those emblems in a wide variety of texts and visual culture works we will reflect on the intersections between history, politics, diaspora, ecology, and affects.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, BLST*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## Chemistry and Biochemistry

*Courses*

### Faculty

**KATHLEEN P. HOWARD, Professor and Chair**  
**STEPHEN T. MILLER, Professor**  
**PAUL R. RABLEN, Professor 2**  
**THOMAS A. STEPHENSON, Professor**  
**LILIYA A. YATSUNYK, Professor 2**  
**CHRISTOPHER R. GRAVES, Associate Professor**  
**DANIELA FERA, Assistant Professor**  
**KATHRYN R. RILEY, Assistant Professor 3**  
**REMI BEAULAC, Visiting Assistant Professor**  
**EMILY SAHADEO, Visiting Assistant Professor**  
**MARIA E. GALLAGHER, Lecturer**  
**DONNA T. HALLEY, Senior Laboratory Instructor**  
**LORI P. SONNTAG, Senior Laboratory Instructor**  
**KELLY N. AMBRUSO, Laboratory Instructor**  
**THOMAS E. VAN AKEN, Laboratory Instructor**  
**IAN MCGARVEY, Scientific Instrumentation Specialist**  
**LAUREN NUTTLE, Administrative Coordinator**

*2 Absent on leave, Spring 2022.*

*3 Absent on leave, 2021-2022.*

*The objective of the Chemistry and Biochemistry Department is to offer effective training in the fundamental principles and basic techniques of the science and to provide interested students with the opportunity for advanced work in the main subdisciplines of modern chemistry.*

*The department offers a course major, honors major, course minor, and honors minor in chemistry. In addition, the department offers the following special majors: in collaboration with the Biology Department, a course major and an honors major in biochemistry; and in collaboration with the Physics and Astronomy Department, a course major and an honors major in chemical physics. We offer teacher certification in chemistry through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please refer to the Educational Studies section.*

### The Academic Program

#### Course Sequence Recommendations

Students planning a major in chemistry or biochemistry should complete Chemistry 010/010 HN and 022 during their first year at Swarthmore. During the sophomore year students can take 032 and 038 or 044 and 055 if the physics and mathematics requirements for physical chemistry have been completed. In addition, students planning a major in Biochemistry should complete Biology 001 in their first two years at Swarthmore.

In the last two years, chemistry and biochemistry majors have some flexibility about the sequencing of the remaining requirements for the major. However, students should note that completion of Chemistry 010/010 HN, 022 and one semester of a 40-level or 50-level course constitute a minimum set of prerequisites for enrollment in any Chemistry and Biochemistry Department 100-level seminar. In addition, individual seminars carry additional prerequisites so students should plan ahead accordingly.

## Course Major in Chemistry

The course major in chemistry consists of the courses listed below as well as their mathematics and physics prerequisites.

### Requirements

CHEM 010/010 HN

CHEM 022

CHEM 032

CHEM 038

CHEM 043

CHEM 044

CHEM 055

CHEM 056

CHEM 065

One 100-level seminar

### Ancillary Requirements (prerequisites for physical chemistry):

PHYS 003/003L and PHYS 004/004L (or 007, 008)

MATH 034 (or equivalent)

### Acceptance Criteria

All applications are reviewed by the entire department. We consider grades in all college-level courses in chemistry, biology, mathematics, and physics. Decisions will not normally be made until two chemistry courses are completed and significant progress has been made towards meeting the physics and mathematics prerequisite requirements for enrollment in physical chemistry. An element in a student's acceptance as a major is the considered judgment of the faculty, that includes the student's potential for satisfactory performance in advanced course work and their fulfillment of the comprehensive requirement.

## Course Minor in Chemistry

### Requirements

The course minor in chemistry has the following requirements:

1. The minor consists of five chemistry credits, plus any prerequisites necessary. Two courses must be numbered 040 or higher. Research credits (094, 096, 180) may not be used to fulfill the requirements for the minor.
2. At least four of the five credits must be earned at Swarthmore College.
3. The minor will not be titled anything other than "chemistry." For example, there will be no minor in "organic chemistry" or "physical chemistry," etc.

### Acceptance Criteria

*Applications are reviewed by the entire department, and decisions are made on the basis of the considered judgment of the faculty, that includes the student's potential for satisfactory performance in advanced course work.*

## Honors Major in Chemistry

### Requirements

*An Honors preparation in Chemistry consists of three seminars - two in Chemistry (see item 1, below) and one in a minor - and a research thesis (see item 2, below). If, after following the procedures for applying for research in the department, an on-campus research mentor cannot be found, an Honors candidate should consult with the department's class adviser to explore alternate means of meeting the requirement.*

- 1. Honors chemistry majors must take at least two seminars (instead of only one required for the course major). These seminars (and their associated prerequisites) will serve as two of the honors preparations in the major.*
- 2. Honors chemistry majors are expected to write a senior research thesis under the supervision of an on-campus research mentor. The thesis represents the third honors preparation. Preparation for a Research Thesis within an Honors Program consists of enrollment in two credits of Chemistry 180 during the senior year. Except under extraordinary circumstances, students presenting a thesis for external examination will also spend the summer between their junior and senior years on campus initiating their research project.*

### The Honors Exams for Majors and Preparations

*The fields offered by the Chemistry and Biochemistry Department for examination by external examiners as part of the Honors Program are the topics of the 100-level seminars. The department will offer at least two of these preparations (seminars) during each academic year.*

*All fields in chemistry (except the Research Thesis) will be examined in three hour written examinations prepared by External Examiners. The Honors Research Thesis will be examined orally by the External Examiner chosen in that field. Honors oral exams for other preparations will be conducted by individual Examiners as well.*

### Acceptance Criteria

*Applications are reviewed by the entire department, and decisions are made on the basis of the considered judgment of the faculty, that includes the student's potential for satisfactory performance in advanced course work. To be admitted as a major in the Honors Program, a student must present a minimum of two courses in chemistry taken at Swarthmore College. In addition, the department looks for indications that the student will participate actively in seminars and can successfully work in an independent manner. To be eligible, the GPA in chemistry courses required for the major must be 3.0 or higher. A student previously accepted into the Honors Program but not maintaining this GPA in chemistry courses will be asked to withdraw from the Honors Program.*

## Honors Minor in Chemistry

### Requirements

*The honors minor in chemistry parallels the course minor, except that the program for an honors minor must include a seminar. The seminar serves as the basis of the honors preparation.*

### The Honors Exam for Minors and Preparations

*All of the fields available to majors are available for students wishing to minor in chemistry, with the exception of the Research Thesis. All minors must meet the same prerequisite requirements for seminars established by the Chemistry and Biochemistry Department majors.*

### Acceptance Criteria

*Applications are reviewed by the entire department, and decisions are made on the basis of the considered judgment of the faculty, that includes the student's potential for satisfactory performance in advanced course work. To be admitted as a minor in the Honors Program in chemistry, a student must present a minimum of two courses in chemistry taken at Swarthmore College. In addition, the department looks for*

indications that the student will participate actively in seminars and can successfully work in an independent manner. To be eligible, the GPA in chemistry courses required for the minor must be 3.0 or higher. A student previously accepted into the Honors Program but not maintaining this GPA in chemistry courses will be asked to withdraw from the Honors Program.

## Special Major in Biochemistry

*The biochemistry major combines work in both the Chemistry and Biochemistry Department and the Biology Department.*

### Requirements

CHEM 010/010 HN                      CHEM 022

CHEM 032                                CHEM 038

CHEM 044 or 55                      CHEM 048

CHEM 058

*One biochemically related 100-level seminar in the Chemistry and Biochemistry Dept. (CHEM 112, 118 and 120 or others with approval of Department).*

*Biochemistry majors must also complete either (1) two intermediate-level biology courses (with labs) or (2) an intermediate-level Biology course (with lab) and a 100-level Biology seminar.*

*The intermediate level Biology classes for Biochemistry majors can be any Biology course numbered 010-039. Please note the biology prerequisites for these courses and plan accordingly.*

*100-level seminars in the Biology Department have at least one intermediate level course (numbered 10-39) as a prerequisite; the particular prerequisites for seminars vary and should be considered during selection of intermediate level courses.*

### Ancillary Requirements (prerequisites for physical chemistry):

*PHYS 003/003L and PHYS 004/004L (or 007,008);*

*MATH 25 or 26 (for CHEM 044) or MATH 034 or equivalent (for CHEM 055)*

### Acceptance Criteria

*Acceptance criteria are the same as for chemistry majors.*

### Acceptance Criteria and Requirements for Honors Major in Biochemistry

*Acceptance criteria for the honors major in biochemistry are the same as for the honors major in chemistry.*

*The honors biochemistry major has the same set of requirements as the course biochemistry major, plus the requirement of four honors preparations in at least two departments must also be met, as follows:*

- 1. CHEM 112, 118 or 120.*
- 2. One biochemically oriented preparation from the Biology Department.*
- 3. A two-credit biochemically oriented Research Thesis carried out under the supervision of faculty from the Chemistry and/or Biology Departments.*
- 4. One additional preparation chosen from the Chemistry and Biochemistry Department or from biochemically related preparations offered by either the biology or psychology departments.*

## Special Major in Chemical Physics

*The chemical physics major combines course work in chemistry and physics at the introductory and intermediate levels, along with some advanced work in physical chemistry and physics, for a total of between 10 and 12 credits. Laboratory work at the advanced level in either chemistry or physics is required; math courses in linear algebra and multivariable calculus are prerequisites for this work.*

## Requirements

*In preparation for a major in chemical physics, students must complete by the end of the sophomore year: (1) CHEM 010/010 HN and 022; (2) PHYS 005, 007, 008 (PHYS 003, 004 can substitute, but the 005, 007, 008 sequence is strongly recommended); (3) further work appropriate to the major in either CHEM (044, 055, 056, and/or 065) or PHYS (013/015 and 017/018); (4) MATH 034. A chemical physics major will ordinarily include both semesters of physical chemistry (CHEM 044 and 055). A student may satisfy the requirement for laboratory work at the advanced level by completing a research thesis (CHEM 096 or 180), but in the absence of a research thesis, the major must include CHEM 065 or 066 or PHYS 082 in order to satisfy the requirement.*

*Example of a special major in chemical physics: CHEM 022, 044, 055, 056, 065, 105; PHYS 007, 008, 013/015, 017/018 050, 111, 113.*

## Acceptance Criteria

*Acceptance criteria are the same as for chemistry majors, except that the faculty of the Chemistry and Biochemistry Department and Physics and Astronomy are both actively involved in the decision.*

## Acceptance Criteria and Requirements for Honors Major in Chemical Physics

*Acceptance criteria for the honors major in chemical physics are the same as for the honors major in chemistry, except that the faculty of the Chemistry and Biochemistry Department and Physics and Astronomy are both actively involved in the decision.*

*The honors chemical physics major has the same set of requirements as the course chemical physics major, plus the requirement of four Honors Preparations in at least two departments must also be met, as follows:*

- 1. One preparation (seminar) chosen from the Chemistry and Biochemistry Department.*
- 2. One preparation (seminar) chosen from the Physics and Astronomy Department.*
- 3. A two-credit Research Thesis carried out under the supervision of faculty from the Chemistry and/or Physics Departments. If, after following the procedures for applying for research in the department, an on-campus research mentor cannot be found, an Honors candidate should consult with the department's class adviser to explore alternate means of meeting the requirement.*
- 4. One additional preparation chosen from the Chemistry and Biochemistry Department or from the Physics and Astronomy Department.*

## Comprehensive Requirements

### Chemistry

*The senior comprehensive requirement consists of two components.*

*The first component revolves around the department's Colloquium Series. During the academic year, speakers from other institutions visit our campus and present colloquia about their research. Each speaker recommends a small amount of published background material, which students read in preparation for the visit. These materials also serve as the basis for journal club, during which student facilitators lead the senior majors in a discussion of the background material and the relevant chemistry concepts. All senior majors are required to (1) attend journal club meetings, (2) read the provided literature, (3) serve as a facilitator for at least one journal club meeting, and (4) attend the actual colloquium presentations.*

*The department offers two routes for satisfying the second component of the comprehensive requirement:*

- a. Completion of a two-credit research thesis. In most cases, the thesis is based on research carried out on campus during the senior year and the preceeding summer. Special cases will be reviewed and approved at the discretion of the Department. Both course and honors theses fulfill this requirement.*

b. Senior majors who do not write a research thesis must write a series of short reflections throughout the academic year. These reflections are based on the presentations given by speakers in the department's Colloquium Series and the associated literature readings. The following regulations will govern the reflections:

1. The department will provide a minimum of 6 opportunities to write reflections each academic year.
2. The department will provide guidelines on the reflection format and students will have one week to submit their reflection following the colloquium presentation.
3. Satisfactory performance on 4 reflections constitutes completion of this component of the comprehensive requirement.

Finally, all students must complete at least one safety training session before the beginning of their senior year. Safety training will be organized through the Department's Scientific Instrumentation Specialist.

## Biochemistry

The comprehensive requirement for biochemistry majors is the same as for chemistry majors.

## Chemical Physics

The comprehensive requirement for chemical physics majors is the same as for chemistry majors. Occasionally, however, and on a case-by-case basis, the department is willing to negotiate a "hybrid" colloquium series for students completing a chemical physics special major. In consultation with both departments (chemistry and biochemistry and physics and astronomy), the student may draw up a list of colloquia pertinent to the special major and taken partly from the colloquium series of each department, and then participate in only these colloquia. However, in no event will the total number of talks for the year amount to fewer than the number of colloquia scheduled for the Chemistry and Biochemistry series.

## Advanced Placement/International Baccalaureate Credit

Students with a score of 5 on the Chemistry AP exam (taken their junior year in high school or later) or a score of 6 or 7 on the Higher Chemistry IB exam are eligible to take the Honors Placement exam. Satisfactory performance on the exam will qualify the student to take Foundations of Chemical Principles - Honors (Chemistry 010 HN). In the absence of an AP/IB score students should take the Chemistry Readiness Exam for access to the Honors Placement exam.

## Transfer Credit

It is sometimes possible to receive Swarthmore credit for chemistry courses taken at other colleges and universities, provided that they were taken after the student matriculated at Swarthmore. If you wish to take a chemistry course on another campus and to receive Swarthmore credit for doing so, it is essential that you follow the proper procedure and that you plan in advance. It is also important to realize that not all courses will be eligible for credit. See the department website for details.

## Off-Campus Study

The Chemistry and Biochemistry Department will offer advising to support the study abroad aspirations of chemistry and biochemistry majors. However, substantial advance planning is required and interested students are encouraged to plan their Sophomore Plan carefully and consult with their academic adviser.

## Research

The Chemistry and Biochemistry Department offers opportunities for students to engage in collaborative research with faculty members. Each fall semester, the department hosts a series of short presentations by faculty members, outlining the research projects available. This meeting, normally held in November, serves as the starting point for student participation in research during the following summer and/or academic year.

## Academic Year Opportunities



The Department of Chemistry and Biochemistry offers three ways for students to engage in supervised research for academic credit, during the academic year:

- a. CHEM 094 (research project). Students may enroll in this course for either a half credit or a full credit. A half credit implies a time commitment of 5-7 hours per week, while a full credit implies a time commitment of 10-15 hours per week.
- b. CHEM 096 (research thesis). A full year (two credits) of CHEM 096 corresponds to a research thesis for course majors.
- c. CHEM 180 (honors research thesis). A full year (two credits) of CHEM 180 corresponds to a research thesis for honors majors.

All students who enroll for at least one full credit of research during an academic year are required to participate in the department's Colloquium Series and present a poster sometime during the academic year.

## Research Conducted in Other Departments

Students writing a research thesis as part of their plan to satisfy the comprehensive requirement in a chemistry, biochemistry, or chemical physics major (see above) sometimes elect to carry out their research with a faculty member in an allied department, such as biology, physics and astronomy, or engineering. In general, such students have two options for how to register for courses corresponding to the thesis:

Option 1: Use the appropriate chemistry courses (two credits of CHEM 096 for a course thesis, or two credits of CHEM 180 for an honors thesis).

Option 2: Use the course designations appropriate to the department in which the research is conducted. For research conducted with a biology faculty member, for instance, a student might enroll in one credit of BIOL 180 and one credit of BIOL 199 over the course of the senior year. The thesis must ultimately consist of at least two full credits.

## American Chemical Society Certification

The Department offers a degree certified by the American Chemical Society. Interested students should consult with their Departmental Advisor for more information concerning requirements for the certified degree.

## Chemistry and Biochemistry Courses

### **CHEM 003B. Painting, Chemistry and Conservation.**

(Cross-listed as ARTH 026 )

This interdisciplinary course explores the intersection of chemistry with the visual arts. During the course of the semester we will learn about the materials available to artists, issues faced by museum curators and conservators, and some basic chemistry concepts related to these topics. Our exploration of the chemistry, and history, of art media will include labs that extend and enhance the lecture topics. Does not fulfill NSEP requirement.

Natural science and engineering.

1 credit.

Spring 2022. Stephenson, Reilly

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

### **CHEM 003C. Green and Sustainable Chemistry**

Green chemistry underlies the sustainable use of our natural resources. Core principles will be presented on how to achieve sustainability. Atom economy as driver to limit chemical waste and the conversion of this waste to reusable resources will be addressed. The course will focus on the impact of catalysis, nutrients, fertilizers, biomass, solvents, and energy usage on our daily life, how to minimize waste, and how to make the involved chemical processes green to enable the sustainable use of our natural resources.

Natural science and engineering.

1 credit.

Eligible for ENVS

Spring 2023. Lammertsma.

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

## **CHEM 010. Foundations of Chemical Principles**

*Building upon a student's high school introduction to chemistry, a study of the general concepts and basic principles of chemistry, including atomic and molecular structure, bonding theory, molecular interactions, and the role of energy in chemical reactions. Applications will be drawn from current issues in fields such as environmental, biological, polymer, and transition metal chemistry. CHEM 010 is the normal point of entry for the chemistry and biochemistry curriculum.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Fall 2021. Stephenson, Sahadeo.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 010 HN. Foundations of Chemical Principles - Honors**

*Topics will be drawn from the CHEM 010 curriculum but discussed in greater detail and with a higher degree of mathematical rigor. Special emphasis will be placed on the correlation of molecular structure and reactivity, with examples drawn from such fields as biological, transition metal, organic, polymer, and environmental chemistry. Some familiarity with elementary calculus concepts will be assumed. Can only be taken as either a first or second year student.*

*Prerequisite: Performance on the departmental placement examination taken the week prior to the start of classes of a student's first-year at Swarthmore.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Fall 2021. Miller.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 015. Environmental Chemistry**

*(Cross-listed as ENVS 060) The course covers selected aspects of atmospheric chemistry, aquatic chemistry, and soil chemistry. There will be a specific focus on the environmentally important element cycles for C, N, O, P, and S in the absence and presence of current human activity. The chemistry of organic pollutants across the three zones will also be examined. The course content will involve a discussion of relevant current events.*

*Prerequisite: CHEM 010 or CHEM 010 HN ; or discretion of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Eligible for ENVS, GLBL-core*

*Spring 2024. Graves*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **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.*

*Prerequisite: CHEM 010 or CHEM 010 HN.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Spring 2022. Beaulac.*

*Spring 2023. Rablen.*

*Spring 2024. Rablen.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **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.*

*Prerequisite: CHEM 022.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Fall 2021. Paley.*

*Fall 2022. Yang.*

*Fall 2023. Yang.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **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.*

*Prerequisite: CHEM 032.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Spring 2022. Miller.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 043. Analytical Methods and Instrumentation**

*An introduction to the techniques and instrumentation used for the separation, identification, and quantification of chemical species.*

*Prerequisite: CHEM 010/010HN, CHEM 022, PHYS 003/004 (or 003L/004L or 007/008), and MATH 025 (or 026).*

*Corequisite: PHYS 004/004L/008.*

*Natural sciences and engineering practicum.*

*Writing course.*

*One laboratory period weekly.*

*1 credit.*

*Spring 2022. Sahadeo.*

*Spring 2023. Sahadeo.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 044. Physical Chemistry: Atoms, Molecules and Spectroscopy**

*A quantitative approach to the description of structure in chemical and biochemical systems. Topics will include introductory quantum mechanics, atomic/molecular structure, a range of spectroscopic methods and statistical mechanics. Theory will be applied to a range of systems including gas phase molecules critical to atmospheric environmental chemistry.*

*Prerequisite: CHEM 010/CHEM 010 HN; CHEM 022; MATH 025 (or MATH 026 ); and PHYS 003 and PHYS 004 (or PHYS 003L , PHYS 004L, or PHYS 007, PHYS 008).*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Fall 2021. Howard.*

*Fall 2022. Howard.*

*Fall 2023. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 048. Biological Chemistry II**

*A continuation of CHEM 038. More advanced aspects of proteins, nucleic acids, and metabolism will be covered along with an introduction to the structure, function and chemistry of carbohydrates and lipids. Additional topics include the transport of molecules and signals across and within membranes.*

*Prerequisite: CHEM 038*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Fera.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 055. Physical Chemistry: Energy and Change**

*A quantitative approach to the role that energy and entropy play in chemical and biochemical systems. Topics include states of matter, the laws of thermodynamics, chemical equilibria, electrochemistry, the thermodynamics of solutions and phases and chemical kinetics/dynamics.*

*Examples will be drawn from both real and ideal systems in chemistry and biochemistry.*

*Prerequisite: CHEM 010/CHEM 010 HN; PHYS 003, PHYS 004 (or PHYS 003L, PHYS 004L or PHYS 007, PHYS 008). In addition, prior or concurrent registration in MATH 034 (or equivalent) is required.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Stephenson.*

*Spring 2023. Stephenson.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 056. 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.*

*Prerequisite: Four prior semesters of college chemistry or discretion of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Yatsunyk.*

*Fall 2022. Beaulac.*

*Fall 2023. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 058. Advanced Experimental Biological Chemistry**

*Experimental projects will build upon fundamental laboratory techniques acquired in earlier courses and focus on recombinant DNA technology, biochemical and structural biology methods to obtain information about biological macromolecules. Students will gain experience in experimental design and data analysis while exploring numerous classical and modern experimental techniques used in biochemistry research. Enrollment limited; preference will be given to biochemistry majors.*

*Prerequisite: CHEM 038; CHEM 048 must have already been completed or taken as a co-requisite.*

Natural sciences and engineering.

1 credit.

Fall 2021. Fera.

Fall 2022. Staff.

Fall 2023. Staff.

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

## **CHEM 065. Advanced Integrated Experimental Chemistry**

*This course will consist of advanced experimental projects incorporating a range of chemistry subdisciplines.*

*Prerequisite: Five semesters of chemistry, two of which must be 40 or higher. At least four of the five chemistry courses must have had a lab.*

Natural sciences and engineering.

1 credit.

Spring 2022. Howard.

Spring 2023. Howard.

Spring 2024. Staff.

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

## **Seminars**

*Students should note that completion of CHEM 010/010 HN, 022, and one semester of a 40-level or 50-level course constitute a minimum set of prerequisites for enrollment in any Chemistry and Biochemistry Department seminar. In unusual circumstances, the department will consider whether completion of work of comparable sophistication in another department can substitute for the requirement that a 40-level or 50-level chemistry course be completed prior to enrollment in a seminar. Individual seminars carry additional prerequisites, as listed here.*

## **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.*

*Prerequisite: CHEM 044, MATH 034 (or equivalent). Some familiarity with linear algebra will be useful.*

Natural sciences and engineering.

1 credit.

Spring 2023. Stephenson.

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

## **CHEM 112. DNA Nanotechnology**

*This course will focus on supramolecular chemistry as related to nanotechnology, logic gates, drug delivery, and novel materials. We will start with the principles of supramolecular chemistry covering the works of the Nobel Prize winner Jean-Marie Lehn considered by some to be the "Father of Supramolecular Chemistry". Major part of the course will focus on unusual DNA structures, DNA assemblies, and DNA-based nanomaterial (including DNA origami) as well as DNA nanomachines. The other part of the course will cover topics selected by students according to their interests.*

*Prerequisite: CHEM 038, CHEM 044 or CHEM 055*

Natural sciences and engineering.

1 credit.

Fall 2023. Yatsunyk.

Catalog chapter: Chemistry and Biochemistry

Department website: <http://www.swarthmore.edu/chemistry-biochemistry>

## **CHEM 118. Special Topics in Biochemistry and Its Applications**

*This course will address selected topics of interest in the field of biochemistry, which may include protein-protein and protein-nucleic acid recognition, viruses, immunoglobulins, signal transduction, and structure-based drug design. Different experimental approaches, as well as the atomic and physical properties of different biological macromolecules and their complexes, will be analyzed and evaluated in the context of human disease development and research. Material will largely be drawn from the primary literature and students will read, evaluate and discuss scientific papers critically.*

*Prerequisite: CHEM 038 and either CHEM 044, CHEM 048 or CHEM 055.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Fera.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 122. Physical Organic Chemistry**

*An in-depth exploration of major topics in organic chemistry, emphasizing physical principles over synthesis. Themes will include the detailed consideration of molecular structure, including of unusual and theoretically important molecules; the interpretation and elucidation of reaction mechanisms; thermodynamic and kinetic approaches to understanding reactivity; and quantitative approaches to all of the preceding. The course will also examine qualitative molecular orbital theory, as well as provide a brief introduction to computational electronic structure methods. In general, the goal will be to continue the study of organic chemistry from where the Chemistry 022/032 sequence ends.*

*Prerequisite: CHEM 022, CHEM 032 and either CHEM 044 or CHEM 055.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2022. Lammertsma, Rablen.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 120. Topics in Environmental Nanotechnology**

*This course will address advanced topics of current interest in the field of environmental nanotechnology, including sustainable applications of nanotechnology and its implications for human and environmental health. Material will largely be drawn from the primary literature and students will read, evaluate, and discuss scientific papers critically.*

*Prerequisite: CHEM 038 and completion of a 40 or 50 level CHEM course.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2023. Riley.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **CHEM 104. Topics in Organic Chemistry**

*This course will address advanced topics of current interest in the field of organic chemistry.*

*Prerequisite: CHEM 032 and completion of a 40 or 50 level CHEM course.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2024. Yang.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

## **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 academic year.*

## **CHEM 094. Research Project**

*This course provides the opportunity for qualified students to participate in research with individual faculty members. Students who propose to take this course should consult with the faculty during the preceding semester concerning areas under study. This course may be elected more than once. Students may enroll in this course for either a half credit or a full credit. A half credit implies a time commitment of 5-7 hours per week, while a full credit implies a time commitment of 10-15 hours per week.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

### **CHEM 096. Research Thesis**

*Chemistry and biochemistry majors will be provided with an option of writing a senior research thesis as part of their comprehensive requirement. Thesis students are strongly urged to participate in on-campus research during the summer between their junior and senior years. A minimum of 2 credits of CHEM 096 must be taken during the last three semesters of the student's residence at Swarthmore. For Spring enrollment in Chem 096, students must also be enrolled in CHEM 199 concurrently.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

### **CHEM 180. Honors Thesis- Research**

*An opportunity for students in the External Examination Program to participate in research with individual faculty members. The thesis topic must be chosen in consultation with a member of the faculty and approved early in the semester preceding the one in which the work is to be done. A minimum of 2 credits of CHEM 180 must be taken during the last three semesters of the student's residence at Swarthmore. For Spring enrollment in CHEM 180, students must also be enrolled in CHEM 199 concurrently.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

### **CHEM 199. Senior Thesis Workshop**

*Interactive course where students completing a senior research thesis discuss their work. Strategies for effective writing and oral presentations will be emphasized. Course is required of all students enrolled in Spring sections of CHEM 096 or 180. Enrollment is limited to those enrolled in CHEM 096 or 180.*

*Natural sciences and engineering.*

*0 credit.*

*Fall 2021. Stephenson.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

## Classics

Courses

## Faculty

**ROSARIA V. MUNSON, J. Archer and Helen C. Turner Professor**  
**WILLIAM N. TURPIN, Professor, The Scheuer Family Chair of Humanities**  
**GRACE LEDBETTER, Professor<sup>3</sup>**  
**JEREMY LEFKOWITZ, Associate Professor and Chair**  
**VARUN KHANNA, Visiting Assistant Professor**  
**KYLE MAHONEY, Visiting Assistant Professor**  
**MARIA METZLER, Visiting Assistant Professor**  
**DEBORAH SLOMAN, Administrative Assistant**

<sup>3</sup>Absent on leave 2021-2022

*The field of Classics is devoted to the study of the cultures of the ancient Greeks and Romans. The curriculum includes training in the Greek and Latin languages at the Elementary, Intermediate, and Seminar levels. In addition, the department offers courses in Classical Hebrew and Sanskrit, and a range of courses on the history, literature, philosophy, religion, and cultural life of antiquity, including classes that explore the reception of the Classical past in later periods up to the present day. The rigorous training in Greek and Latin that is the hallmark of Swarthmore's Classics program has meant that the department enjoys remarkable success in producing students who go on to become leaders in the field. But because it is a truly interdisciplinary field, Classics also appeals to students with a wide variety of interests and career goals.*

## The Academic Program

*Greek, Latin, Ancient History, and Classical Studies may be a student's major or minor subject in either the Course or the Honors Program. Three of these tracks (Greek, Latin, and ancient history) require advanced work in one of the original languages, while a major or minor in Classical Studies does not require but may include language study. Acceptance into one of the majors is dependent on promising work in relevant courses (normally indicated by A's and B's).*

## First course recommendations

*The elementary Classics courses recommended are: GREK 001 Intensive First Year Greek and GREK 002 Intensive First Year Greek to be taken after completion of GREK 001; LATN 001 Intensive First Year Latin and LATN 002 Intensive First Year Latin to be taken after completion of LATN 001; all First Year Seminars (FYS) in ANCH, CLST, GREK and LATN; all ANCH courses and CLST 036 Mythology.*

## Course Major

**Greek:** 8.5 credits required, including .5-credit senior course study (see below). Two credits must come from an honors seminar in Greek.

**Latin:** 8.5 credits required, including .5-credit senior course study (see below). Two credits must come from an honors seminar in Latin.

**Classical Studies:** 8.5 credits in Greek, Latin, Classical Studies or Ancient History including .5-credit senior course study (see below). Two credits must come from a double-credit Classical Studies Capstone Seminar. Other disciplines on campus offer courses focused on aspects of classical antiquity (e.g. Art History, Philosophy, Political Science), and usually these will count toward completion of the major; students are advised to consult the chair for an accurate list of such courses.



**Ancient History:** A major in Ancient History consists of four Ancient History courses (ANCH 031, 032, 042, 044, 056, or 066), four credits in Greek or Latin, two of which must be from an honors seminar, and .5-credit senior course study. A second seminar in Latin or Greek may be substituted for two Ancient History courses.

## Course Minor

**Greek:** 5 credits in Greek.

**Latin:** 5 credits in Latin.

**Classical Studies:** 5 credits in Greek, Latin, Classical Studies or Ancient History.

**Ancient History:** A course minor in Ancient History will consist of four courses in Ancient History, and an attachment to one of them.

## Culminating Exercise/Senior Course Study

The culminating experience for course majors in Greek, Latin, Classical Studies, and Ancient History is a .5-credit senior course study (GREK 098, LATN 098, CLST 098, ANCH 098). This independent study will be taken in the senior year to prepare for a graded oral exam taken in the spring with the Classics faculty. The oral exam will be based on a 2-credit seminar the student has completed. The students will submit their final exams and a paper from the seminars, which may be revised. The oral exams focus on the seminar as a whole as well as on the papers and written exams submitted.

## Honors Program in Classics

**Greek and Latin:** For an honors major in Greek or Latin, preparation for honors exams will normally consist of three seminars or course-plus-options and a total of 10 credits are required. A student minoring in Greek or Latin will take one external examination based on one seminar. Honors minors are, however, strongly encouraged to take more than one seminar, in order to be adequately prepared for the examination; 5 credits or more are recommended.

**Classical Studies:** Honors majors in Classical Studies will complete 8 credits in Greek, Latin, Classical Studies, or Ancient History. They must complete three 2-credit units of study, of which at least one must be a double-credit Classical Studies Capstone Seminar. Minors will complete 5 credits in Greek, Latin, Classical Studies, or Ancient History including a double-credit Classical Studies Capstone Seminar.

**Ancient History:** For an honors major in Ancient History, one preparation will be a seminar in either Latin or Greek. The other two preparations can be another seminar in the same language and a course-plus-attachment, or two courses-plus-attachment options. Students minoring in Ancient History will take four courses in Ancient History and add an attachment to one of them. That course-plus-attachment will be the preparation for the external exam. No ancient language is required for this minor.

## Senior Honors Study

All honors majors and minors 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. 4,000 words is the senior honors limit set by the college. Majors will, therefore, submit three such papers, and minors will submit one. Senior Honors Study is not required for students whose Honors preparation is a course with an attachment. The portfolio sent to external examiners will contain the seminar papers, together with syllabi and related materials, if any, from the instructors. A combination of (three-hour) written and (one-hour) oral exams will be the mode of external assessment for seminars. For course-plus-attachment, examiners will receive the course syllabus and the written product of the attachment. The exam will be just an oral assessment.

## Advanced Placement/International Baccalaureate Credit

The department will grant one credit (only) for one or more grades of 5 on the Latin AP, or the IB equivalent. This credit may be counted toward the major or minor in Latin or CLST.

## Off-Campus Study

*A semester of off-campus study is usually possible for majors in classics. The department is a member of the Intercollegiate Center for Classical Studies in Rome, and encourages interested students to participate, preferably in the fall semester of their junior year. The ICCS program offers traditional courses in Greek, Latin, Italian, Renaissance and Baroque art history, and a required two-credit course based on first-hand exposure to the archaeological and artistic monuments of the ancient world to be found in Rome, the Bay of Naples, and Sicily.*

## Research and Summer Study

*Students may apply to the department for summer funding to support intensive summer courses in Latin and Greek, participation in archaeological field work abroad, internships connected with classics, or research projects undertaken with a member of the department.*

*Some summer programs recently attended by Swarthmore students include CUNY Summer Language Institute, Berkeley Summer Language Programs, University College in Cork, Ireland, Via Consulare Project in Pompeii, Agora Project in Athens, American Academy in Rome Summer Program, Gabii Project, Azoria Project, Morgantina, and Mt. Lykaion.*

## Life After Swarthmore

*Many of our majors, and some minors, go on to pursue careers as professional classicists, at both the college and secondary levels. Swarthmore students well prepared in both Latin and Greek are competitive candidates for excellent graduate programs in classics, and in related fields such as medieval studies, English, history, and archaeology. In recent years Classics majors have been admitted to graduate programs at UNC-Chapel Hill, Penn, CUNY Graduate Center, Yale, Harvard, Duke, Princeton, University of Chicago, and Stanford. Others have successfully obtained teaching positions in secondary schools, both public and private; it is worth mentioning that there is a significant demand for teachers of Latin, particularly at the secondary level, and some states, including Pennsylvania, make it possible to teach Latin in public schools before obtaining professional certification. Most majors and minors have successfully pursued careers only tangentially related to classics, often after attending professional school. There are Swarthmore classicists in law, medicine, business, art, and music, and many other walks of life.*

## Classics Department Courses

### Greek

*Each semester we offer Greek at the elementary level (Greek 001 and 001), at the intermediate level (Greek 011, 012, 014), and at the advanced level. Teaching at the advanced level is typically an Honors seminar open to all qualified students.*

#### **GREK 001. Intensive First-Year Greek**

*Students learn the basics of the language and are introduced to the culture and thought of the Greeks. The course provides a selection of readings from the most important Greek authors, including Herodotus, Thucydides, Sophocles, Euripides, and Plato. The course meets four times a week.*

*Humanities.*

*1 credit.*

*Fall 2021. Munson.*

*Fall 2022. Munson.*

*Fall 2023. Munson.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

#### **GREK 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 provides a selection of readings from the most important Greek authors, including Herodotus, Thucydides, Sophocles, Euripides, and Plato. The course meets four times a week.*

*Prerequisite: GREK 001 or permission of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Lefkowitz.*

*Spring 2023. Lefkowitz.*

*Spring 2024. Staff.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 011. Plato and Socratic Irony**

*This course will focus on one or more of the Socratic dialogues of Plato in Greek. Emphasis will be placed on developing skills in reading and composing Greek, and also on the analysis of Plato's characteristic literary techniques and philosophical thought. The course will include a systematic review of grammar, syntax, and vocabulary. GREK 011 is normally taken after GREK 002.*

*Prerequisite: GREK 001 GREK 002*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 012. Homer's Iliad**

*This course examines the literary, historical, and linguistic significance of Homer's Iliad. Selections from the poem are read in Greek and the entire poem is read in translation.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT.*

*Spring 2022. Munson.*

*Spring 2023. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 013. Introduction to Plato's Republic**

*The main focus will be on reading Book I of the Republic in Greek, giving sustained attention to Greek grammar and vocabulary. We will also read the rest of the Republic in English, and consider select problems of interpretation, such as the role of Plato's "guardians," the place of poetry, and Plato's purpose in exploring an "ideal state." The course is intended for students who have completed a first year of classical Greek, or the equivalent in High School or summer courses.*

*Humanities.*

*1 credit.*

*Fall 2021. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 014. Greek Prose Survey**

*Introduction to reading and analysis of Greek prose, including selections from Lysias, Xenophon, Lucian, and the fables of Aesop.*

*Humanities.*

*1 credit.*

*Fall 2022. Munson.*

*Fall 2023. Staff.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 015. Sophocles**

*In Sophocles' Ajax, Achilles is dead and the prize of his arms has been awarded to Odysseus. Can the hero withstand being passed over as 'the best of the Achaeans'? Can he accept that in a political community everything is in flux and friends become enemies, and enemies friends? We*

*will be reading this tragedy in Greek, paying great attention to grammar and style.*  
*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 016. An Introduction to Linear B**

*This course will introduce students to the Linear B script, which was used to write the Mycenaean language during the Aegean Late Bronze Age. We will begin with an overview of the Aegean scripts (Cretan Hieroglyphic, Linear A, Linear B, and the Cypro-Minoan Syllabary), exploring how they relate to the earlier writing systems of the Eastern Mediterranean devised by the Sumerians, Akkadians, and Egyptians. A thorough outline of the script's syllabary, spelling conventions, and system of ideograms will follow. Students will learn the dialectal features of the Mycenaean language, for which a prior knowledge of ancient Greek will be beneficial but not strictly necessary. For the remainder of the course, each week we will work through a selection of documents drawn from Michael Ventris and John Chadwick's *Documents in Mycenaean Greek*<sup>2</sup> (1973) and the more recent anthology of Yves Duhoux in *A Companion to Linear B: Mycenaean Greek Texts and Their World, Vol. 1* (2008).*

*Humanities.*

*.5 credit*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 017. Greek Lyric Poetry**

*Humanities.*

*1 credit.*

*Spring 2024. Munson.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 091. Attachment: Classical Studies Capstone Seminar**

*Students read texts in Greek that complement a Classical Studies Capstone Seminar.*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 093. Directed Reading**

*Independent work for advanced students under the supervision of an instructor. Interested students should contact the chair as soon as possible concerning possible authors and topics.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 096. Aesop's Fables**

*This course will be organized as a research workshop for intermediate and upper-level students in Greek and/or Latin. For more information please contact Professor Jeremy Lefkowitz ([jlefkow1@swarthmore.edu](mailto:jlefkow1@swarthmore.edu)).*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 098. Senior Course Study**

*Independent study taken normally in the spring of senior year by course majors. Students will prepare for a graded oral exam held in the spring with department faculty. The exam will be based on any two-credit unit of study within the major (Honors seminar or course plus attachment), with students submitting their final exam and a paper, which can be revised.*

*0.5 credit.*

*Spring 2022. Lefkowitz.*

*Spring 2023. Lefkowitz.*

*Spring 2024. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## Latin

*Each semester we offer Latin at the elementary level (Latin 001 and 002), the intermediate level, and we offer an Honors seminar open to all qualified students. We also offer intermediate Latin courses that can be taken with an attachment to create a two-credit unit for the Honors Program or the course major.*

### **LATN 001. Intensive First-Year Latin**

*Students learn the basics of the language, with readings drawn from Plautus, Cicero, Sallus, Martial, the emperor Augustus, and Catullus. The course meets four times a week.*

*Humanities.*

*1 credit.*

*Fall 2021. Turpin.*

*Fall 2022. Turpin.*

*Fall 2023. Staff.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 002. Intensive First-Year Latin**

*Students learn the basics of the language, with readings drawn from Plautus, Cicero, Sallus, Martial, the emperor Augustus, and Catullus. The course meets four times a week.*

*Prerequisite: LATN 001 or by permission of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Lefkowitz.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 011. Lyric, Pastoral, and Elegiac Poetry**

*This course is intended for students who have completed Intensive First Year Latin (Latin 001-002) or the equivalent in summer programs or high school. Readings will be drawn from such authors as Catullus, Horace, Vergil, Propertius and Ovid. Students will read selected modern criticism and will develop interpretative as well as linguistic skills.*

*Humanities.*

*1 credit.*

*Eligible for CPLT.*

*Fall 2023. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 013. Tradition and Transformation in the Roman Empire**

*Selected readings by the poet Ovid. opics 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.*  
*Catalog chapter: Classics*  
*Department website: <http://www.swarthmore.edu/classics>*

### **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.*  
*Eligible for Medieval Studies.*  
*Catalog chapter: Classics*  
*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 015. Catullus and the Fall of the Roman Republic**

*This course will consider individual poems of Catullus and relevant selections from Cicero and Sallust. Our focus will be on the poems in their literary context and also their connections with a Rome that was descending into civil war. The course is suitable for those with a year of college Latin or 3-4 years in high school, and will include some review of basic grammar and vocabulary. Writing course status to be applied for.*  
*Prerequisite: College level Latin and/or 3-4 years high school Latin.*  
*Humanities*  
*1 credit.*  
*Fall 2022. Turpin.*  
*Catalog chapter: Classics*  
*Department website: <http://www.swarthmore.edu/classics>*

### **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.*

*Catalog chapter: Classics*  
*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 019. Roman Imperial Literature**

*This is an intermediate Latin course that will focus on reading a few key texts in order to give us insight into everyday life and social history in imperial Rome. The primary aim of the class is to improve students' skills of reading Latin. A secondary goal is to examine the lives of various social groups in imperial Rome, including slaves, recently freed men and women, and freeborn citizens. We will consider their attitudes on a number of issues still relevant today, including gender, grief, slavery, education, administration, love, justice and morality. The principal Latin texts will be Petronius' Satyricon, the letters of Pliny the Younger, and selected documents such as inscriptions and papyri. Students with no previous Latin courses at the college level should consult the instructor before enrolling.*  
*Humanities.*  
*1 credit.*  
*Catalog chapter: Classics*  
*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 021. Republican Literature**

*In this course, we will be reading Book 1 of the *Ab Urbe Condita* by Livy as an example of Roman historiography in the Late Republic and Early Empire. The course will view the text both as a problematic document for Rome's earliest history but also as evidence for Livy's own age in the early Augustan regime.*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 023. The Roman Novel**

*This course focuses on Petronius' *Satyricon* and/or Apuleius' *Golden Ass*. Besides reading extensively from the works themselves, we will consider what the genre "novel" means in Latin, what these works have to tell us about Roman society and language, and various other topics arising from the novels and from contemporary scholarship about them.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 024. Latin Poetry and the Roman Revolution**

*The transformation of the Roman Republic into the monarchy of Augustus and the emperors was accompanied by a similar transformation in Roman poetry. In place of the staunch independence of Lucretius and the outrageous irreverence of Catullus, the new poets Propertius, Horace, and Vergil wrote poetry that responded directly or indirectly to the new political world. This course will explore one or more of these poets in depth, both within their political context and within the broader literary tradition. Students will read modern scholarly criticism, and develop their own critical approaches to writing about Latin poetry. They will also review basic Latin morphology and syntax, and build a stronger Latin vocabulary. The course is suitable for those with 3-4 years of High School Latin, or 1-2 years of Latin in college.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 025. Latin Poetry and the English Renaissance**

*Ben Jonson said that Shakespeare had "small Latin and less Greek," but all products of the Elizabethan grammar schools were steeped in Latin literature. This course will explore some of their seminal Latin texts, including Ovid's *Amores*; Horace's *Odes*, and Vergil's *Eclogues*. We will also read some of the English poems most directly influenced by these Latin works, by poets such as Donne, Spenser, Marvell, Lovelace, Herrick, Rochester, and Milton.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 026. Myth and Morality in Catullus**

*Catullus 64 is his famous mini epic ("epyllion"). It is framed as the story of Peleus and Thetis, but it also contains the story of Ariadne and Theseus, and also offers critique of the moral degradation of Rome. For many critics this is one of the greatest poems in Latin, and it was one of the most important influences on Vergil. The concentrated nature of the J-term will allow us to read the poem in depth, combining oral performance, careful translation, and secondary criticism with extended online discussion in large or small groups. We will spend about one week on some of the shorter poems of Catullus, to review or introduce some of the most important ones. The course is appropriate for advanced Latin students, but also at the intermediate level, i.e., those with at least one semester of college or four years of Latin in high school; it will include grammar review and vocabulary acquisition.*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 027. Gender and Sexuality in Rome**

*This course will focus on Latin texts that reflect the sexual attitudes and behaviors of the ancient Romans and the gender roles that both shaped and were shaped by those attitudes. Among other topics, we will explore the Roman institutions of marriage and the family. Conceptions of femininity and masculinity, and attitudes toward homosexuality. We will also engage with recent scholarship on gender and sexuality in antiquity from a wide range of critical perspectives. Our Latin texts will be drawn from several different genres, including graffiti, comedy, satire, love poetry, epic, letters, history and inscriptions.*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 028. Apuleius**

*Ready to be shocked, perplexed, and surprised at every turn? Try Apuleius' *Metamorphoses* (or *Asinus Aureus*), one of the earliest novels in Western literature. We will read the whole of this unconventional and mysterious work in English and books I and III in Latin, paying close attention to grammar, style, narratology, issues of genre and cultural context. Assignments will include articles dealing with literary criticism and background of the work.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 029. Caligula and Claudius**

*This is an advanced Latin course, intended for students with one or more intermediate Latin courses at the college level, or c. 4 years of Latin in high school. The emperor Gaius Caligula, famous for considering his favorite racehorse for the office of consul, raises urgent questions about what we consider normal in our leaders. The emperor Claudius, made generally famous by the classic TV series "I Claudius," presents similar questions. He was a transformative figure in Roman imperial history, responsible for the creation of a civil service, expansion of the Roman citizenship, and the conquest of Britain. But he also had medical problems, and made some spectacularly inappropriate marriages. The principal Latin texts will be Suetonius' *Life of Gaius Caligula*, Tacitus' bitter account of Claudius in his *Annals*, and selected documents (inscriptions and Latin papyri). We will also read Seneca's exposition of Stoic ideals in his *de Providentia*, and Seneca's (?) *Apocolocyntosis*, a spoof account of Claudius' posthumous journey to heaven.*

*Can serve as an honors preparation when combined with a one credit attachment.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 029A. Attachment: Caligula and Claudius**

*Attachment to LATN 029 *Caligula and Claudius* (see LATN 029 for course description).*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 030. Advanced Survey of Latin Poetry**

*The poems in this course will be chosen in consultation with participants. Depending on interest, texts to be read in Latin may include Catullus, "The Marriage of Peleus and Thetis" and "The Lock of Berenice"; Lucretius; Vergil, *Eclogues* or *Georgics*; Ovid, esp. *Ars Amatoria*; the *Pervigilium Veneris*; selections from the *Anthologia Latina*; selections from the *Carmina Burana* or other medieval texts. Students will read modern critical scholarship and write a number of critical essays. Students interested in this course should contact the instructor, preferably before the start of classes. This course is intended for students who have completed Intensive First Year Latin (Latin 001-002) or the equivalent in summer programs or high school.*



Humanities.

Writing course.

1 credit.

Eligible for CPLT.

Fall 2021. Turpin.

Fall 2023. Turpin.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 031. Latin Rhetoric & History**

*This is an advanced intermediate course suitable for students with two or more courses of Latin at the intermediate level (or equivalent). Texts to be read in Latin may include Tacitus, Agricola and Annals (selections), Suetonius, Sallust, or Cicero. In addition, we will read certain rhetorical texts in translation, e.g. Cicero, Quintilian, or the Auctor and Herennium. This course is NOT a writing course.*

*Prerequisite: Two or more courses of Latin at the intermediate level (or equivalent)*

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 032. Latin Satire**

*This course will focus on the Latin satirical poetry of Horace and Juvenal. We will also read Greek and Latin texts in English (e.g. Aristophanes, Plautus, Terence, Lucian), to explore ancient ideas about humor in general and literary characters in particular.*

*For students at the advanced intermediate level in Latin, e.g. a 5 on the Latin AP or one or two intermediate Latin courses at the college level. For questions about placement contact the instructor.*

Humanities.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 033. Horace, Lyric and Literary Criticism**

*In this course we will read selected Odes and Epodes of Horace. We will translate each poem and learn how to read it aloud, in the appropriate meter. For most poems we will also read Greek and Latin predecessors (in English), and for many poems we will also read English poems (and in one case a short story) influenced by Horace. For each poem of Horace we will also read at least three scholarly treatments, to stimulate our own critical responses. In reading Odes and Epodes the central issue will be what makes Horatian lyric so successful, along with questions of allegory and historical context. The course is intended for students at the advanced intermediate level in Latin, e.g. students who have received a 5 on the Latin AP or the equivalent, or who have taken at least intermediate Latin course at the college level. For questions about placement contact the instructor. W status has been applied for.*

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 034. Apuleius and Augustine**

*This course will explore the two most important Latin authors from the Roman province of Africa (roughly modern Tunisia). We will read selections in Latin from the Metamorphoses of Apuleius (also known as The Golden Ass) and from the Confessions of St. Augustine; we will read the complete books in English, as well as Peter Brown's famous biography, Augustine of Hippo. General topics will include: the peculiar qualities of "African Latin"; the place of Apuleius within the tradition of Greek and Roman novels; Platonism, the cult of Isis, and allegory in Apuleius; Augustine's purposes as a writer of "autobiography"; the place of Latin literature, Platonism, Manichaeism, and orthodox Christianity in Augustine's life and thought.*

*This is not an approved writing course, but students will work over the course of the semester on producing a formal research paper of about ten pages.*

*Humanities.*

*1 credit.*

*Spring 2024. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 035. Rhetoric and Violence in Republican Rome**

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 035A. Attachment: Rhetoric and Violence in Republican Rome**

*Attachment to LATN 035*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 036. Livy and Early Rome**

*In this course, we will read Livy's account of the origins of the city of Rome, from the Italic myth of the quarrel that pitted Romulus against Remus to the foundation of the Roman Republic and the early years of its development. Along the way, students will familiarize themselves with key works of Livian scholarship, as well as the fundamentals of the archaeology of early Latium. A primary focus of the course will be to assess the historicity of Livy's version of early Roman history by comparing the written record with epigraphical, archaeological, and alternative literary sources. This course may be taken with LATN 036A for a 2-credit preparation by permission of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 036A. Attachment to Livy and Early Rome**

*This attachment may be taken with LATN 036 for a 2-credit preparation with permission of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 037. Horace and the Elegiac Poets**

*This course will begin with selected poems of Horace, especially those in the broader tradition of Greek, Roman, and English love poetry. We will continue with selections from Propertius, Horace's elegiac contemporary, from their younger contemporary Ovid, and from Sulpicia, whose small corpus of elegiac poems is the most extensive body of Latin poetry by a woman writer. The main focus will be on the literary techniques employed and generic conventions within which these poets were working. The course is suitable for those with at least one semester of college Latin or advanced work in high school (e.g. a 5 on the AP or equivalent). Writing course status to be applied for.*

*Prerequisite: One semester of college level Latin or advanced work in high school (e.g. a 5 on the AP or equivalent).*

*Humanities.*

*1 credit.*

*Fall 2022. Turpin.*

Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **LATN 050. The Age of Nero**

Students can sign up for 50 alone for one credit, or for 50 and 50A for two credits. The principal Latin text will be the *Satyricon* of Petronius, the earliest novel to have survived (in fragments) from the ancient world. Students in 50 will read about half of the surviving fragments in Latin, especially the famous "Dinner with Trimalchio". Those taking 50A will read the whole text. The text will be treated both as a literary creation and as a document of social history. All students will work over the semester on various drafts of a single research paper. The course is appropriate for advanced Latin students, but also at the intermediate level, i.e., those with at least one semester of college or four years of Latin in high school; it will include grammar review and vocabulary acquisition.

Humanities.

1 credit.

Spring 2023. Turpin.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 050A. The Age of Nero**

Attachment to LATN 050 for 1 credit. Please see description for LATN 050.

Humanities.

1 credit.

Spring 2023. Turpin.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 091. Attachment: Classical Studies Capstone Seminar**

Students read texts in Latin that complement a Classical Studies Capstone Seminar.

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 093. Directed Reading**

Independent work for advanced students under the supervision of an instructor. Interested students should contact the chair as soon as possible concerning possible authors and topics.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 096. Aesop's Fables**

This course will be organized as a research workshop for intermediate and upper-level students in Greek and/or Latin. For more information contact Professor Jeremy Lefkowitz ([jlefkow1@swarthmore.edu](mailto:jlefkow1@swarthmore.edu)).

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 098. Senior Course Study**

Independent study taken normally in the spring of senior year by course majors. Students will prepare for a graded oral exam held in the spring with department faculty. The exam will be based on any two-credit unit of study within the major (Honors seminar or course plus attachment), with students submitting their final exam and a paper, which can be revised.

0.5 credit.

Spring 2022. Lefkowitz.

Spring 2023. Lefkowitz.

Spring 2024. Lefkowitz.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## Ancient History

Each semester we offer one course in Ancient History (typically Greek history in the Fall and Roman history in the Spring). Students may combine any course with a research paper ("attachment") to create a 2-credit unit for the Honors program or the Course major.

### **ANCH 006B. The Talmud**

(Cross-listed as RELG 006B )

This course introduces students to the academic study of the Babylonian Talmud (Bavli) - and through it, the academic study of Judaism. Through close, critical, and engaged readings of both brief selections and more lengthy passages, the course not only explores the vast seas of the Bavli but also considers the Bavli's foundational place within Judaism and its importance to Jewish tradition. We begin by reading selections of the Talmud that both seek to situate the material in its immediate historical-literary contexts and to explore current points of relevance. We proceed to a close reading of one sugya (passage) and then spread out to examine some specific topics, focusing on rabbinic constructions of gender and rabbinic theology. The close readings of texts are supplemented by contemporary scholarship on the Talmud and the rabbis of antiquity. Finally, we read two contemporary meditations on Judaism that use the Talmud as their "anchor," their point of reference.

Humanities.

Writing course.

1 credit.

Eligible for RELG

Spring 2022. Kessler.

Spring 2023. Kessler.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 010. First-Year Seminar: Slavery in Ancient Greece and Rome**

According to the ancient historian M. I. Finley, there have been only five genuine slave societies, and two of them were ancient: those of classical Greece and Rome (the other three are the United States, the Caribbean and Brazil). Slavery was deeply woven into the fabric of everyday life in both societies, since it functioned as the key principle of social organization and the dominant mode of production. This course will explore slavery as a social, political, legal, economic and cultural institution in both the Greek and Roman worlds. In order to consider the impact of slavery on state and society in ancient Greece and Rome we will reflect on a number of topics, including the origins of slavery; the sources, number, legal status and treatment of slaves; ancient attitudes towards slaves and slavery; the family life of slaves; the many forms of slave labor; slave revolts and resistance; and manumission and freedom. We will also consider slavery in the American south to help us situate ancient slavery in a broader historical context.

Social sciences.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 011. First Year Seminar: Rome: The Archaeology of Empire**

This first year seminar explores the physical development of Rome as it progressed from a tiny village of shepherds to become the metropolis of the ancient Mediterranean. Through reading ancient sources and examining archaeological sites and monuments, we will investigate the relationships linking politics, religion, art, and architecture in the ancient world.

Social sciences.

1 credit.

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

### **ANCH 012. FYS: The World of the Pharaohs: An Introduction to Egyptology.**

*This first year seminar explores the culture of ancient Egypt, beginning with its foundations in the 4th millennium BC and culminating in the internationally renowned pharaohs of the New Kingdom (1550-1070 BC). Students will investigate the difficult relationship of Thutmose III and his stepmother Hatshepsut, the only female pharaoh, the revolutionary but ultimately disastrous reforms of the heretical monotheist Akhenaten, and the imperialism of Ramses II, usually identified as the pharaoh of the Exodus. Through discussion of the literature, mythology, history and archaeology, we will consider how the rulers of ancient Egypt utilized architecture, writing and religion in order to establish and grow the Nile valley's earliest civilization. Students will leave the course with a deep appreciation for and understanding of the historical figures and monuments of Egypt.*

*Social Sciences.*

*1 credit.*

*Fall 2021. Mahoney.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **ANCH 013. First Year Seminar: In Search of Troy**

*Social Science.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **ANCH 016. First-Year Seminar: Augustus and Rome**

*The great-nephew and adopted son of Julius Caesar rose to sole power in Rome after a series of civil wars culminating in the defeat of Antony and Cleopatra. He, along with his wife Livia, transformed Rome by creating a monarchical system that hid the real power behind the traditional institutions of the Roman republic. The process was supported and explained by a unique program of literary, artistic, and architectural revival. Ancient authors to be read (in English) may include Augustus himself, Livy, Vergil, Horace, Propertius and Ovid; we will also study the artistic and architectural projects that helped to communicate the ideologies of the new regime.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ANCH 017. First-Year Seminar: Pompeii: In the Shadow of Vesuvius**

*Destroyed by the eruption of Mt. Vesuvius in 79 CE, Pompeii continues to captivate the Western imagination as the prototypic image of apocalyptic disaster. In this course we will use Pompeii to explore how we think about the past. We will study the physical remains of the ancient town in order to better understand social, political and commercial life in the Roman world. We will also consider the site's role in the development of archaeology as a discipline, from its origins in the eighteenth century as a scientific form of treasure-hunting, up to the present day, when scholars are questioning the ethics of excavating at all. Finally, we will consider how the last days of Pompeii have been imagined and even romanticized in various forms of mass media, such as novels, films and television programs.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ANCH 022. Greek Art and Archaeology**

*In this course we will survey the art and archaeology of Ancient Greece from its origins through the Hellenistic period. We will investigate a variety of topics, including the beginnings of human activity in the Aegean region during the Neolithic and Bronze Ages, the palace cultures of Minoan Crete and Mycenaean Greece, the development of Panhellenic sanctuaries and Olympic-style athletic contests, the rise of the Greek city-states, the material culture of Classical Athens, and the multicultural world of Alexander the Great and his successor. In these pursuits we will examine a range of different artifact types, such as pottery, sculpture, painting, and architecture. We will also explore the different methods of archaeology: excavation, survey, archaeometry, and conservation. By the end of the course, you will have a clear understanding of Greek*

material culture as it developed from ca. 3000 BC until 31 BC, and you will have a deeper understanding of key works of ancient Greek art.  
Social Sciences.

1 credit.

Fall 2022. Mahoney.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 023. Alexander and the Hellenistic World**

*The conquests of Alexander the Great (332-323 BCE) as far as Afghanistan and the Hindu Kush mark one of the great turning points of ancient history. In his wake, what it meant to be Greek was radically changed, and a new world and culture emerged. In this course, we start with the life and campaigns of the Macedonian King, before turning to the Hellenistic world of his successors, following events down to the rise of Rome. Along with the political narrative, the course will consider Hellenistic poetry and historiography, archaeology and architecture, and the documentary evidence for daily life.*

Social sciences.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 028. Ancient Egypt**

*This course explores the history, culture, and literature of ancient Egypt, beginning with its foundations in the 4<sup>th</sup> millennium BC and culminating with the internationally renowned pharaohs of the New Kingdom (1550-1070 BC). Students will investigate a wide variety of topics, such as the following: Egyptian cosmology, mythology, and religion; the rise of the earliest pyramid builders and their accompanying ideology, which claimed that the pharaoh was a living god; the development of Egyptian writing, bureaucracy, and militarism; issues of gender in ancient Egypt, best exemplified by the difficult relationship of Thutmose III and his stepmother Hatshepsut, the only female pharaoh; the revolutionary but ultimately disastrous reforms of the heretic Akhenaten, who is widely recognized as the world's first monotheist; and the imperialism of Ramses II, usually identified as the pharaoh of the Exodus. Through discussion of literature, mythology, history, and archaeology, we will consider how the rulers of ancient Egypt utilized architecture, writing, and religion in order to establish and grow the Nile valley's earliest civilization. Students will leave the course with a deep appreciation for and understanding of the historical figures and monuments of Egypt. Students will learn how to read material culture and answer the following question: how does a state use symbols, monuments, and - more generally - material things to express its power and ideals to itself, its neighbors, and its enemies?*

Social Sciences.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 030. History and Archaeology of the Early Roman Empire**

*This course is an introduction to the history and archaeology of the Roman Empire from the fall of the Republic through the Antonine Age (50 BCE-192 CE). Major themes include the political, economic, social and cultural impact of the Roman Empire; the material, visual and spatial manifestations of power; the homogeneity and diversity of Roman imperial culture; and the changing relationship between the state and society. We will draw on a wide range of evidence to explore these themes, focusing mainly on the close reading of works of ancient literature and the study of ancient artifacts and monuments. Key authors include Petronius, Suetonius, Tacitus and Apuleius.*

Social sciences.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 031. The Greeks and the Persian Empire**

*This course studies the political and social history of Greece from the Trojan War to the Persian Wars. We will examine the connections between Greeks and non-Greeks and their perceptions of mutual differences and similarities. Readings include Homer, Hesiod, the lyric poets (including Sappho), and Herodotus and Near Eastern documents.*

Social sciences.

Writing course.

1 credit.

Eligible for GBLB - Paired  
Fall 2021. Munson.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **ANCH 032. The Roman Republic**

*This course studies Rome from its origins to the civil wars and the establishment of the principate of Augustus (753-27 B.C.E.). Topics include the legends of Rome's foundation and of its republican constitution; the conquest of the Mediterranean world, with special attention to the causes and pretexts for imperialism; the political system of the Late Republic, and its collapse into civil war.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GBLB-Paired*

*Spring 2022. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ANCH 035. History and Archaeology of Republican Rome**

*This course is an introduction to the history and archaeology of Rome from its early beginnings in the 9th century BCE to the establishment of the Roman Empire in the 1st century BCE. We begin with the pre-Roman inhabitants of central Italy who most influenced early Rome, continue with the foundation of the city and its growth as the leader of peninsular Italy and Mediterranean world, and end with the social turmoil of the late Republic and the establishment of the principate of Augustus. The course combines the study of Italy's rich archaeological record with a close reading of ancient texts including Plautus, Polybius, Plutarch, Cicero and Livy.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Classics*

### **ANCH 039. Identities in the Ancient World: Race, Gender, and Ethnicity**

*In this course, we will survey a wide range of literary, art historical, anthropological, and archaeological evidence in order to investigate the construction of identities in the ancient Mediterranean world and beyond. Key issues to be discussed will include the ways in which ancient ethnic identities were forged, sustained, and elaborated through time; the intersection of gender, power, and ritual; and the diverse manners in which race was perceived and instrumentalized in different media across the cultures of the Greco-Roman, Egyptian, and ancient Near Eastern worlds.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ANCH 040. The New Testament in the Greco-Roman World**

*This course will treat the New Testament as historical documents. We will consider the writings of Paul, the accounts of the life of Jesus, and related texts. The texts of the New Testament, though written in Greek, invariably intersect with Jewish traditions and with Christian thought, but this course will consider them above all as artifacts of the Roman empire in which they were produced, focusing particularly on the influence of Greek thought (e.g. Platonism, Stoicism, Cynicism). We will also give some attention to some Jewish texts influenced by Greek thought (Philo, Maccabees, The Wisdom of Solomon), and to the pagan response to both Judaism and to the early Christians.*

*Social Science.*

*1 credit.*

*Fall 2023. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ANCH 042. Democracy and Its Challenges: Athens in the Fifth Century**

Using diverse primary sources (Thucydides' Histories, tragedy, comedy, and others), this course explores several aspects of classical Athenian culture: democratic institutions and ideology, social structure, religion, intellectual trends, and the major historical events that affected all of these and shaped the Greek world in the fifth and early fourth centuries B.C.E.

Social Sciences.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 043. Thucydides on War, Plague, and Democracy**

Thucydides' History is much more than a report on the causes and progress of the fifth-century BCE "Peloponnesian War" between Athens and Sparta. It is a fundamental text that has been repeatedly debated, appropriated, and re-interpreted by different ideological camps, most recently in times of turmoil caused in this country by the Vietnam and Iraq wars. Thucydides concretely addresses our present uncertainties about the ideals of democracy, the nature of international justice, the value of public debate, the guilt (but also self-criticism) of imperialism, and the vulnerability of a developed and self-confident super power in the face of unexpected natural disaster. This course will give you access to the incredible intellectual value of Thucydides' analysis of issues that are crucially important for our own society.

Social Sciences.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 044. The Early Roman Empire**

A detailed study of the political, economic, social, and cultural history of the Roman world from the fall of the Republic through the Antonine Age (50 B.C.E.-C.E. 192). Ancient authors read include Petronius; Apuleius; Suetonius; and, above all, Tacitus.

Social sciences.

Writing course.

1 credit.

Spring 2023. Turpin.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 046. The History and Archaeology of the Late Roman Empire**

This course will examine the history and archaeology of the late Roman Empire from its height under Septimius Severus (ca. 193-211 CE), through the "conversion" of Constantine and the foundation of Constantinople, to the sack of Rome by Alaric the Visigoth (ca. 410 CE). The course will involve an historical overview of this period, with a view to understanding the social, political and military aspects of the empire, as well as the religious and cultural conflicts that emerged between pagans and Christians and within the Church itself. We will draw on a wide range of evidence to explore these themes, focusing on the close reading of works of ancient literature. Principal texts include the accounts of Christian martyrs, Eusebius, Ammianus Marcellinus, and Augustine. In order to enhance and complicate these accounts, we will also examine the archaeological remains of the empire, focusing on those recovered from the city of Rome, the important provincial centers of North Africa and the eastern Mediterranean, and the frontiers of the empire. The class takes an interdisciplinary approach to the study of history, and as such its main goals are to learn the history of the late Roman Empire and to interpret material and visual culture within its historical context.

Social Sciences.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **ANCH 056. Pagans and Christians in the Roman Empire**

This course considers the rise of Christianity and its encounters with the religious and political institutions of the Roman Empire. It examines Christianity in the second and third centuries of the Common Era and its relationship with Judaism, Hellenistic philosophies, state cults, and mystery religions and concentrates on the various pagan responses to Christianity from conversion to persecution. Ancient texts may include Apuleius, Lucian, Marcus Aurelius, Porphyry, Justin, Origen, Lactantius, Tertullian, and the Acts of the Christian Martyrs.

ANCH 044 (The Early Roman Empire) provides useful background.

Social sciences.



Writing course.  
1 credit.  
Eligible for GLBL-Paired  
Spring 2024. Turpin.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **ANCH 066. Rome and Late Antiquity**

*This course will consider the history of the Roman Empire from its near collapse in the third century C.E. through the "conversion" of Constantine and the foundation of Constantinople to the sack of Rome by Alaric the Visigoth in 410 C.E. Topics will include the social, political, and military aspects of this struggle for survival as well as the religious and cultural conflicts between pagans and the Christian church and within the Church itself. Principal authors will include Eusebius, Athanasius, Julian the Apostate, Ammianus Marcellinus, Ambrose, and Augustine.*

Social sciences.  
Writing course.  
1 credit.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **ANCH 093. Directed Reading**

*Independent work for advanced students under the supervision of an instructor.*  
1 credit.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **ANCH 098. Senior Course Study**

*Independent study taken normally in the spring of senior year by course majors. Students will prepare for a graded oral exam held in the spring with department faculty. The exam will be based on any two-credit unit of study within the major (Honors seminar or course plus attachment), with students submitting their final exam and a paper, which can be revised.*

0.5 credit.  
Spring 2022. Lefkowitz.  
Spring 2023. Lefkowitz.  
Spring 2024. Lefkowitz.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

## **Classical Studies**

*Courses in Greek, Latin, and Ancient History can be part of any Classical Studies program. In addition, we offer at least one Classical Studies course (in English translation) every Fall, and a Capstone Seminar (open to all students but with preference given to those with at least one course in the field) in the Spring.*

### **CLST 004. Radical Jesus**

*Cross listed with RELG 004*  
*Discussion-and writing-intensive study of classical and contemporary understandings of the figure of Jesus through analytical reading, classroom dialogue, expository writing, and community engagement. It asks the questions, Who was the real historical Jesus? and, What is the relevance of Jesus for today? Introduction to wide understanding of Greco-Roman cultures and ancient texts, biblical and otherwise, including many of the extracanonical scriptures that did not make the final cut for inclusion in the commonly received New Testament. Also introduction to the Greek alphabet, lexicons, and research tools for New Testament study along with rudimentary Greek terms essential to biblical scholarship and commentary. Instruction is intellectually rigorous and responsive both to skeptical and faith-based readings of Jesus' biography and the Bible. The ground is level in this class: believers and unbelievers, evangelicals and atheists are welcome. No prior background in religious or biblical studies is assumed or required. The class is divided into four three-week sessions with each session devoted to one of the Gospels, and a final week-long session focusing on the Book of Acts. Each session will study the interplay between Christian scriptures along with writings and*

images about Jesus drawn from the Hebrew Bible, extracanonical writings, film and video, history, theology and fiction. Images of Jesus through time will be tackled: Jewish rabbi, political revolutionary, apocalyptic prophet, queer lover, desert shaman, African messiah, and Native American trickster.

Humanities.

Writing.

1 credit.

Eligible for CLST, ENVS, RELG

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **ANCH 006B. The Talmud**

(Cross-listed as RELG 006B)

This course introduces students to the academic study of the Babylonian Talmud (Bavli) - and through it, the academic study of Judaism. Through close, critical, and engaged readings of both brief selections and more lengthy passages, the course not only explores the vast seas of the Bavli but also considers the Bavli's foundational place within Judaism and its importance to Jewish tradition. We begin by reading selections of the Talmud that both seek to situate the material in its immediate historical-literary contexts and to explore current points of relevance. We proceed to a close reading of one sugya (passage) and then spread out to examine some specific topics, focusing on rabbinic constructions of gender and rabbinic theology. The close readings of texts are supplemented by contemporary scholarship on the Talmud and the rabbis of antiquity. Finally, we read two contemporary mediations on Judaism that use the Talmud as their "anchor," their point of reference.

Humanities.

Writing course.

1 credit.

Eligible for RELG

Spring 2022. Kessler.

Spring 2023. Kessler.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 010. First Year Seminar: Identities in the Ancient World: Race, Gender and Ethnicity**

In this course, we will survey a wide range of literary, art historical, anthropological, and archeological evidence in order to investigate the construction of identities in the ancient Mediterranean world and beyond. Key issues to be discussed will include the ways in which ancient ethnic identities were forged, sustained, and elaborated through time; the intersection of gender, power, and ritual; and the diverse manners in which race was perceived and instrumentalized in different media across the cultures of the Greco-Roman, Egyptian, and ancient Near Eastern worlds.

Humanities.

1 credit.

Fall 2022. Mahoney.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 011. First-Year Seminar: Talking Animals**

Talking animals appear in diverse storytelling traditions in virtually all periods of recorded history. Often dismissed as nothing more than a playful device of children's literature, the granting of speech to voiceless animals is in fact a complex and potentially transgressive modification of the human-animal binary. What is it about talking animals that has proven so appealing to storytellers in such different cultural and historical contexts? Does the overt anthropomorphism of such representations preclude the possibility of serious ethical concern for real animals? This first-year seminar surveys the history and meanings of talking animals in ancient and modern storytelling traditions, from Aesop's fables to Disney films, from the Panchatantra to the graphic novels of Art Spiegelman. And we will go to the zoo.

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 014. First-Year Seminar: Mystery Religions and the Greek Philosophers**

*What do ancient mystery religions teach us about spiritual transformation and contact with the divine? What were the secret rites of these religions? How do their mythological themes have universal value? Why are the language and themes of mystery traditions so central to the philosophical thought of Parmenides, Empedocles, and Plato? This seminar will study texts associated with Orphism, Pythagoreanism, the Eleusinian and Dionysian mystery cults, Isis and Osiris, and Presocratic and Platonic philosophy. Readings may include The Homeric Hymn to Demeter; Euripides' Bacchae; fragments of Parmenides and Empedocles; the Derveni Papyrus; Plato's Phaedo, Symposium, and Phaedrus; and Apuleius' Golden Ass. Topics discussed will include cosmology, mystical knowledge/ascent; philosophical method; allegorical interpretation; immortality of the soul; archetypal figures of mother/daughter and rebirth.*

Humanities.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 019. First-Year Seminar: The Birth of Comedy**

*This course investigates the origins of comedy and satire in classical antiquity. In addition to plays by Aristophanes, Plautus, and Terence, and satirical poetry by Archilochus, Hipponax, Horace, and Juvenal, we will also explore the very idea of the "origins of comedy" from diverse perspectives. Questions about what motivates satirists to attack the behavior of their contemporaries and speculation about the quasi-religious roots of mockery have been fertile and contested areas of inquiry for centuries. We will read numerous thinkers (ancient and modern) who have proposed theories of the origins of comedy, including Aristotle, Freud, Bakhtin, Bergson, and Francis Cornford. And we will also encounter more recent comedians' reflections on their own birth and origins, including performers such as Richard Pryor, Howard Stern, Tina Fey, Louis CK, Sarah Silverman, Jon Stewart, and Lenny Bruce.*

Humanities.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 020. Plato and His Modern Readers**

*(Cross-listed as PHIL 020 )*

*Plato's dialogues are complex works that require literary as well as philosophical analysis. While our primary aim will be to develop interpretations of the dialogues themselves, we will also view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Derrida, Jung, Foucault, Irigaray, Rorty, Lacan, Nussbaum, Vlastos).*

Humanities.

Writing course.

1 credit.

Eligible for INTP

Spring 2023. Ledbetter.

Fall 2023. Ledbetter.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 022. Readings in Sanskrit**

*This is an intermediate level course for Sanskrit. Sanskrit is the transregional, transcultural language of erudition in Ancient and Premodern South Asia. Its historical importance cannot be overstated in terms of both linguistic and cultural impact. Its systematic linguistic codification gave birth to the field of linguistics today and its rich diversity of expression led to its use as the language par excellence for the development of a wide range of fields including philosophy, grammar, art, ritual, mythology, statecraft, warfare, amorous play, prosody, aesthetics, drama, and much more. This course will be an intensive reading course diving deeply into a variety of genres of Sanskrit to enable students to be able to read different styles of Sanskrit more comfortably. It will also include a spoken component to engage with the language more naturally and to enhance students' fluency and comfort with reading.*

Humanities.

1 credit.

Eligible for ASIA, CPLT

Spring 2022. Khanna.

Spring 2023. Khanna.  
Spring 2024. Khanna.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **CLST 022A. Readings in Sanskrit-Attachment**

*This attachment can be used as a second semester CLST 022 Sanskrit readings when content has been changed. Please see the instructor for approval.*  
Instructor approval needed.  
Humanities.  
1 credit.  
Eligible for ASIA, CPLT  
Spring 2022. Khanna.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **CLST 023. Introduction to Sanskrit**

*A basic introduction to the pronunciation, grammar, and vocabulary of Sanskrit, in preparation for reading. No prerequisites. This course plus either CLST 022 Readings in Sanskrit or CLST 024 Sanskrit Grammar fulfills the language requirement.*  
Humanities.  
1 credit.  
Eligible for ASIA  
Fall 2021. Khanna.  
Fall 2022. Khanna.  
Fall 2023. Khanna.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **CLST 024. Sanskrit Grammar**

LING 024  
*This course is designed to help students appreciate the grammar system of Sanskrit as codified by the great grammarian Pāṇini (5th century BCE), whose system has been called the "greatest monument to human intelligence" (G. Cardona). In this course, students will first be exposed to basic features of the Sanskrit language, followed by a study of the grammar system of Pāṇini, and, by the end of the semester, readings in Sanskrit. This course is open to all students interested in learning Sanskrit. No prior knowledge is necessary. It is also open to students who took CLST 023 in Fall 2018, as a continuation of the first class, but following a different parallel stream of learning Sanskrit. This course, taken with CLST 023 Introduction to Sanskrit, fulfills the language requirement.*  
Humanities.  
1 credit.  
Eligible for ASIA  
Fall 2023. Khanna.  
Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **CLST 026. Athletics and the Competitive Spirit in Ancient Greece**

*Athletic competition was born in ancient Greece, where contests were held to honor the gods, such as Zeus, Poseidon, and Apollo. This course will explore the world behind these phenomena, focusing in particular upon the wider cultural context of the Archaic and Classical Greeks, for whom athletics and an ethos of strife went hand in hand. By reading ancient sources - literary, artistic, and archaeological - students will have the opportunity to understand ancient athletics from the ground up.*  
Humanities.  
1 credit.  
Fall 2023. Mahoney.  
Catalog chapter: Classics  
Department website: <https://www.swarthmore.edu/classics>

## **CLST 027. Special Topics in Theater History, Dramaturgy, and Performance Theory**

*THEA 011B*

*Humanities.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 028. Origins of Indic Thought**

*PHIL 038*

Origins of Indic Thought is designed to give students a foundation in various major philosophical schools that have emerged in the Indian subcontinent by studying their origin stories. These schools include Buddhism, Jainism, Sāṅkhya, Yoga, Nyāya-Vaiśeṣika, Vedānta, and Sikhism. Students will learn the fundamental arguments that each school makes and understand the ongoing conversation between the various schools about the nature of and relationship between the Self, the World, and God.

*Prerequisite: See PHIL 038 description; prerequisite for PHIL credit only.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

## **CLST 029. Mythology of India**

*Stories are one of the foremost narrative tools in Indian society. Characters including gods, sages, kings, and the like are often used to present morals, virtues, and a blueprint for living a civilized life. Stories from ancient Indian texts and oral culture find their way into modern Bollywood dramas, soap operas, comic books, novels, music, and countless other Indian media. In modern Indian political discourse, these characters are often used as examples for what should and should not be done. Beyond India, Hindu gods and goddesses can be seen in art, architecture, Hollywood, TV shows, album covers, and more. At the same time, there are countless stories from the various cultures in India that are untold in popular media, with differing perspectives, deviant morals, and contrary visions of the world.*

*This course will broadly sample mythological narratives in India from Vedic times until the present. This will include dominant Hindu cultural stories, but also stories of minority cultures existing within India such as those of Dalits, Adivasis, and other religious traditions in oral, textual, visual, and performative forms. Discussion about the stories we encounter will give students the opportunity to problematize and complexify their understanding of terms like "myth," "religion," "culture," and "history."*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 030. Caste and Power**

*In this course, we will critically analyze caste as a hierarchy of human beings through a study of theory, history, religion, and law in South Asia and the South Asian diaspora. We will approach caste from an intersectional perspective, understanding its relationship with other modes of oppression such as race, gender, color, and class. We will understand its religious underpinnings in Hinduism, but also how it permeates into other religious traditions in the South Asian context, which is then translated to communities in the diaspora.*

*We will proceed to study the relationship between caste and race in America, challenging our own preconceived notions about racial injustice and developing a lexicon for articulating its relationship to caste injustice, as well as engaging with the meaning of allyship.*

*Through this course students will learn to be more critical in their readings and articulations of their positions on power in general, particularly in the context of caste. This course aims to foster an inclusive environment in which to discuss, in as open a way, crucial issues related to caste, power, and justice.*

*Humanities.*

*1 credit.*

*Fall 2022. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 031. Consciousness: Sanskrit Perspectives**

*The study of "consciousness" has been of interest to scientists, philosophers, and laypeople alike for millennia. Its intangible nature, however, has made consciousness difficult to define. How can we describe something that we cannot perceive with our senses? We can know what it is like to perceive, and what it is like to have consciousness, but it has proven difficult to actually pinpoint with a measure of certainty what consciousness actually is. Over time, thinkers from around the world have offered different theories of consciousness. This course will study theories that arose from the intellectual milieu of the Indian subcontinent from Vedic times to the present. What is consciousness? How can we study it? What is its relationship to our bodies? Is there a self? What is our relationship to the world? We will discuss these questions and more by reading source texts in translation and secondary literature from different ancient, medieval, pre-modern, and modern South Asian philosophical schools including Buddhist, Hindu, Jain, Sikh, and Sufi philosophies.*

*Humanities.*

*1 credit.*

*Spring 2023. Khanna.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **CLST 032. Classical Hebrew I**

*In Classical Hebrew I, students will master the Hebrew alphabet, build vocabulary, and acquire a working knowledge of Hebrew grammar and syntax. By the end of the semester, students will be able to read select passages from the Hebrew Bible aloud and provide translations. No previous knowledge of Hebrew is required.*

*Humanities.*

*1 credit.*

*Fall 2021. Metzler.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 033. Classical Hebrew II**

*In Classical Hebrew II, students will advance in their knowledge of Hebrew grammar and continue to build essential vocabulary. A substantial amount of class time will be spent reading directly from the Hebrew Bible, with a focus on narrative texts. Students will be able to translate biblical Hebrew prose, parse verbs, and analyze syntax and orthography with the aid of lexicons, commentaries and reference grammars.*

*Humanities.*

*1 credit.*

*Spring 2022. Metzler.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 034. Yoga Philosophy**

*Humanities.*

*1 credit.*

*Fall 2023. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 035. Upanishads**

Humanities.

1 credit.

Spring 2024. Khanna.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 036. Classical Mythology**

*What is a myth? How is myth different from fairy tale or fable? What is its connection to ritual and religion? What sets myth apart from history? In this survey of the mythology of Greco-Roman antiquity, we will investigate the diverse meanings of 'myth', its social functions, its origins, its history, and its contemporary relevance. Students will get a broad overview of Classical mythology through direct and close readings of primary sources (all in English translation), including such texts as Homer's *Odyssey*, plays by all three of the major Greek tragedians (Aeschylus, Sophocles, and Euripides), and Ovid's *Metamorphoses*. Our readings of ancient texts will be supplemented by study of ancient art and frequent investigations of modern responses to and theorizing of myth in diverse fields and media, including sociological, psychological, and philosophical treatises; modern poetry; visual arts; and film.*

Humanities.

Writing course.

1 credit.

Eligible for INTP

Spring 2024. Munson.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 040. Visions of Rome**

*This course provides an overview of cinematic responses to the idea of Rome, ancient and modern, city and empire, place and idea, from the silent era to the present day. We will spend some time comparing films set in Rome to ancient and modern representations of the eternal city in literary and other visual media. But our primary focus will be on the ways in which cinematic visions of Rome reflect evolving cultural, political, and social conditions on both sides of the Atlantic. Specific topics to be explored include the popularity of classical themes in early silent films; Rome on screen during the rise and fall of fascism; neorealism and the shifting landscape of the city; the politics of Hollywood epics; and the dialectic between conceptions of antiquity and modernity as reflected in cinema. Screenings of films by major Italian and Anglophone filmmakers, including Pastrone, DeMille, Rossellini, Visconti, Wyler, Pasolini, Fellini, Virzi, and other major directors. Readings of texts by Petronius, Juvenal, Byron, Hawthorne, Dickens, Freud, Yourcenar, Rohmer, Calvino, and Barthes.*

Humanities.

Writing course.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 057. Hebrew for Text Study I**

*What does the Bible really say? Have you ever noticed how radically different the Hebrew Bible seems in different translations? If you want to understand the enigma of this text, if you want to experience it through your own eyes, if you want to plumb its depths, appreciate its beauty, confront its challenges, and understand its influence, you must read it in Hebrew. In this course, you will learn the grammar and vocabulary required to experience the Hebrew Bible and ancient Hebrew commentaries in the original language. You will learn to use dictionaries, concordances, and translations to investigate word roots and to authenticate interpretations of the texts. In addition to teaching basic language skills, this course offers students the opportunity for direct encounter with primary biblical, rabbinic, and Jewish liturgical sources. No experience necessary. If you already have some Hebrew competence, contact the instructor for advice. This course plus CLST 059 Hebrew for Text Study II fulfills the language requirement.*

Humanities.

1 credit.

Fall 2023. Plotkin.

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

## **CLST 059. Hebrew for Text Study II**

LING 059

*This course is a continuation of Hebrew for Text Study I. Students who have not completed that course will require the permission of the instructor to enroll in this course. This set of courses teaches the grammar and vocabulary required to experience the Hebrew Bible and ancient Hebrew commentaries in the original language. You will learn to use dictionaries, concordances, and translations to investigate word roots and to authenticate interpretations of the texts. In addition to teaching basic language skills, this course offers students the opportunity for direct encounter with primary biblical, rabbinic, and Jewish liturgical sources. This course plus CLST 057 Hebrew for Text Study I fulfills the language requirement.*

*Prerequisite: Hebrew Text Study I*

*Humanities.*

*1 credit.*

*Eligible for CLST*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

## **CLST 092. Directed Readings in Classical Hebrew**

*Humanities.*

*.5 credits.*

*Fall 2023. Plotkin.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

## **CLST 093. Directed Reading**

*Independent work for advanced students under the supervision of an instructor.*

*1 credit.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 094. Capstone: Ancient Drama in Performance**

*What does it mean to study the performance of plays that were composed and staged more than two thousand years ago? How is this approach different from simply reading the texts? Focusing on Greek and Roman tragedy, comedy, and satyr plays (all of which we will read in English translation), we will examine approaches to ancient drama that emphasize its performance, including historical and cultural conditions; the physical realities of ancient theaters; staging conventions; acting and actors; and the various ways in which Greek and Roman plays are continually rediscovered and reinvented through modern performances on stage and screen.*

*May be taken with CLST 094A for a total of 2 credits.*

*Humanities.*

*1 credit.*

*Spring 2024. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **CLST 098. Senior Course Study**

*Independent study taken normally in the spring of senior year by course majors. Students will prepare for a graded oral exam held in the spring with department faculty. The exam will be based on any two-credit unit of study within the major (Honors seminar or course plus attachment), with students submitting their final exam and a paper, which can be revised.*

*0.5 credit.*

*Spring 2022. Lefkowitz.*

*Spring 2023. Lefkowitz.*

*Spring 2024. Lefkowitz.*



Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 102. Capstone: Sanskrit and Greek Epic**

*Epic literature is integral to the cultures of ancient India and ancient Greece. This course will critically analyze selections of Sanskrit and Greek epics, comparing the two using a variety of criteria, including but not limited to themes, character development, morality, language, aesthetics, and ornamentation.*

Humanities.

2 credits.

Eligible for ASIA, CPLT

Spring 2022. Khanna. Lefkowitz.

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

### **CLST 104. Classical Studies Seminar: Ancient Storytelling and Fiction**

*This course will explore the origins, uses and genres of ancient Greek and Latin narratives in prose. We will be reading (in English translation) different types of fables, specimens of anecdotes, novelle, and myths embedded in the works of Herodotus, Xenophon, Plato, Plutarch and others, as well as the first representatives of the Western genre of the novel, such as the works of Petronius, Apuleius, Chariton, and Longus. With the help of narratological theory and parallels with modern narratives, we will especially pay attention to the voice of the narrator, the character of the narratee as inscribed in the text, and the different discourse techniques used for creating a narrative. We will also explore the ways in which a narrative advertises itself as a fiction, a piece of history, or a parable, and learn to recognize a narrative's rhetorical purpose and the more or less covert message it intends to convey.*

Humanities.

Writing course.

2 credits.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 105. Classical Studies Capstone: The Classical in Art and Literature**

*Layers of representation, interpretation, and theoretical frameworks filter our view of Greco-Roman Antiquity, and continually reconfigure the meaning of the "classical". This seminar will examine the histories, texts, theories, and works of art through which the classical tradition continues to evolve. Topics and authors may include: Greek mythology in contemporary art and fiction, theories of mythology, adaptation studies, the figure of Oedipus (Sophocles, Freud, Girard, Stravinsky, Pasolini), classicism in the history of art and architecture (Michelangelo, Palladio, Jacques-Louis David, Thomas Jefferson, Picasso), antiquity in modernism.*

Humanities.

Writing course.

2 credits.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 106. Classical Studies Capstone: Dante: Christianity and the Classical Tradition**

CPLT 106

*In the Divina Commedia, Dante adapts the Classical theme of the heroic journey to the Underworld to his task as a visionary poet and Christian prophet. We will read the Inferno, Purgatorio, and Paradiso in English translation, exploring its different levels of meaning and Dante's surprising reinterpretation of the ancient authors. We will reconstruct his world view in the broader context of Medieval culture: his thought on life, death, love, language, the visual arts, politics and history.*

Humanities.

2 credits.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 108. Capstone: Greek and Roman Religion: Text, Theory and Archaeology**

*This seminar focuses upon religion in the ancient Mediterranean world. Through a comprehensive approach that combines reading ancient texts, the discussion of modern theories of religion, and a thorough investigation of archaeological sites and monuments, we will reconstruct the cult practices, ideologies, and belief systems of the ancient Greeks and Romans. Particular emphasis will be placed upon how such systems changed over time. This course will also introduce students to Greek and Latin epigraphy, or the study of ancient texts inscribed in stone, bronze, and clay.*

*Humanities.*

*2 credits.*

*Spring 2023. Mahoney.*

*Fall 2023. Mahoney.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

## Honors Seminars and Capstone Seminars

### **CLST 094. Capstone: Ancient Drama in Performance**

*What does it mean to study the performance of plays that were composed and staged more than two thousand years ago? How is this approach different from simply reading the texts? Focusing on Greek and Roman tragedy, comedy, and satyr plays (all of which we will read in English translation), we will examine approaches to ancient drama that emphasize its performance, including historical and cultural conditions; the physical realities of ancient theaters; staging conventions; acting and actors; and the various ways in which Greek and Roman plays are continually rediscovered and reinvented through modern performances on stage and screen.*

*May be taken with CLST 094A for a total of 2 credits.*

*Humanities.*

*1 credit.*

*Spring 2024. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 104. Classical Studies Seminar: Ancient Storytelling and Fiction**

*This course will explore the origins, uses and genres of ancient Greek and Latin narratives in prose. We will be reading (in English translation) different types of fables, specimens of anecdotes, novelle, and myths embedded in the works of Herodotus, Xenophon, Plato, Plutarch and others, as well as the first representatives of the Western genre of the novel, such as the works of Petronius, Apuleius, Chariton, and Longus. With the help of narratological theory and parallels with modern narratives, we will especially pay attention to the voice of the narrator, the character of the narratee as inscribed in the text, and the different discourse techniques used for creating a narrative. We will also explore the ways in which a narrative advertises itself as a fiction, a piece of history, or a parable, and learn to recognize a narrative's rhetorical purpose and the more or less covert message it intends to convey.*

*Humanities.*

*Writing course.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 105. Classical Studies Capstone: The Classical in Art and Literature**

*Layers of representation, interpretation, and theoretical frameworks filter our view of Greco-Roman Antiquity, and continually reconfigure the meaning of the "classical". This seminar will examine the histories, texts, theories, and works of art through which the classical tradition continues to evolve. Topics and authors may include: Greek mythology in contemporary art and fiction, theories of mythology, adaptation studies, the figure of Oedipus (Sophocles, Freud, Girard, Stravinsky, Pasolini), classicism in the history of art and architecture (Michelangelo, Palladio, Jacques-Louis David, Thomas Jefferson, Picasso), antiquity in modernism.*

*Humanities.*

*Writing course.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 106. Classical Studies Capstone: Dante: Christianity and the Classical Tradition**

### CPLT 106

*In the Divina Commedia, Dante adapts the Classical theme of the heroic journey to the Underworld to his task as a visionary poet and Christian prophet. We will read the Inferno, Purgatorio, and Paradiso in English translation, exploring its different levels of meaning and Dante's surprising reinterpretation of the ancient authors. We will reconstruct his world view in the broader context of Medieval culture: his thought on life, death, love, language, the visual arts, politics and history.*

*Humanities.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 108. Capstone: Greek and Roman Religion: Text, Theory and Archaeology**

*This seminar focuses upon religion in the ancient Mediterranean world. Through a comprehensive approach that combines reading ancient texts, the discussion of modern theories of religion, and a thorough investigation of archaeological sites and monuments, we will reconstruct the cult practices, ideologies, and belief systems of the ancient Greeks and Romans. Particular emphasis will be placed upon how such systems changed over time. This course will also introduce students to Greek and Latin epigraphy, or the study of ancient texts inscribed in stone, bronze, and clay.*

*Humanities.*

*2 credits.*

*Spring 2023. Mahoney.*

*Fall 2023. Mahoney.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **GREK 110. Epigraphy**

*Humanities.*

*2 credits.*

*Spring 2024. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 111. Greek Philosophers**

*This seminar usually focuses on selected literary and philosophical topics in the Presocratics and Plato.*

*Humanities.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **GREK 112. Greek Epic**

*This seminar studies either the entirety of Homer's *Odyssey* in Greek or most of the *Iliad*.*

*Humanities.*

*Writing course.*

*2 credits.*

*Spring 2023. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **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.*

*Humanities.*

*Writing course.*

*2 credits.*

*Fall 2023. Munson.*

Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **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.*

*Humanities.*

*Writing course.*

*2 credits.*

*Eligible for CPLT.*

*Spring 2022. Munson.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **GREK 115. Greek Lyric Poetry**

*This seminar will focus on the development of archaic Greek elegy (Archilochus, Tyrtaeus, Solon, Xenophanes, Semonides, Theognis) monodic lyric (Sappho, Alcaeus, Anacreon, and Simonides) and choral lyric (Pindar and Bacchylides), paying particular attention to lyric's dialogue with the epic tradition, the so-called rise of the individual, political and performative contexts, and modern interpretive approaches.*

*Humanities.*

*2 credits.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **GREK 116. Aristophanes and the Comic Tradition**

*This seminar focuses on selected plays of Aristophanes, which will be read in the context of the history of comedy and the place of dramatic performance in Athenian society and politics.*

*Humanities.*

*2 credits.*

*Fall 2021. Lefkowitz.*

Catalog chapter: Classics

Department website: <https://www.swarthmore.edu/classics>

### **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.*

*Humanities.*

*2 credits.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 103. Latin Epic**

*This seminar usually focuses on Vergil's Aeneid, although it may include other major Latin epics.*

*Humanities.*

*Writing course.*

*2 credits.*

*Fall 2023. Staff.*

Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **LATN 104. Ovid's Metamorphoses**

*This seminar is devoted to the Metamorphoses, which is read against the background of Ovid's Roman and Greek literary predecessors. Humanities.*

*Writing course.*

*2 credits.*

*Fall 2021. Turpin.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 105. The Fall of the Roman Republic**

*This seminar examines Latin texts from the traumatic period of the Late Republic (70-40 B.C.E.). It focuses on the social and political crisis of the period as well as its connections with the artistic and philosophical achievements of the first great period of Latin literature. Authors may include Lucretius, Catullus, Caesar, Cicero, and Sallust.*

*Humanities.*

*2 credits.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 106. Tacitus**

*The seminar will read extensive excerpts from the Annals of Tacitus, usually including at least one complete book. Additional readings from the Histories and the Agricola may also be included. The principal questions addressed will include: Tacitus' accuracy and objectivity as a historian, the importance of rhetorical techniques on Tacitus' language and narrative, and the question of his attitude to particular emperors (Augustus, Tiberius, Claudius, Nero, Vespasian, and Domitian). Above all we will consider the question of Tacitus' ideas about the imperial system of government: to what extent did he think Romans should resist monarchy or tyranny, and to what extent should they adjust their morality to accommodate it?*

*Humanities.*

*2 credits.*

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LATN 107. Horace**

Students can sign up for 107A for one credit, or 107 A and B for two credits. Students taking the course for one credit will read selected odes and epodes of Horace; these are short poems amenable to secondary reading, extended discussion, and short interpretative essays. Students taking the course for two credits will also read satires of Horace in Latin and the *Ars Poetica*, Horace's influential work of literary criticism; one credit students will read these poems in English. Latin 107A is appropriate for advanced Latin students, but also at the intermediate level, i.e., those with at least one semester of college or four years of Latin in high school; it will include grammar review and vocabulary acquisition.

*Humanities.*

*Writing course (Section A)*

*1 or 2 credits.*

Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **LATN 108. Roman Comedy**

*This seminar is devoted to Plautus and Terence, whose adaptations of Greek plays are among the oldest surviving works of Latin literature. The primary focus will be on close study of the language and structure of the plays, but students will also become familiar with a range of critical and theoretical approaches to comedy. Specific topics to be explored include the production and performance of ancient drama; the Roman appropriation of Greek literary genres; representations of slaves, prostitutes, and other marginal figures on the comic stage; and the influence of Roman Comedy on post-classical European drama.*

*Humanities.*

*2 credits.*

Catalog chapter: Classics  
Department website: <http://www.swarthmore.edu/classics>

### **LATN 109. Aesop and the Ancient Fable Tradition**

*This seminar is devoted to study of the ancient fable tradition, from the earliest traces of animal fables in archaic Greek poetry to the Latin fable books of the medieval period. The primary goal of the seminar will be to develop an appreciation of the style, form, content, and history of the fable genre through close readings of original texts. In addition, we will also consider the question of the fable's status as "popular" or "low" literature in antiquity; problems of authorship and the fable's links to the mysterious, legendary figure of Aesop; the role played by animals and anthropomorphism in ancient storytelling; and the global spread of Aesop's fables in the post-Classical world. There will be opportunities to contribute to original research, including participation in a collaborative workshop with students at the Universita di Trento, Italy, and working with manuscripts of fable collections at the Walters Museum in Baltimore, MD, and the Morgan Library in New York, NY. Students can enroll for either LATN or GREK credit, depending on their particular interests and language competencies.*

*Humanities.*

*2 credits.*

*Fall 2022. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 110. Cicero and Sallust**

*This seminar will focus on Roman rhetoric. We will read speeches delivered in the Roman Senate, before the popular assembly, or before juries. The principal author will be Cicero, but we will also read discussions of rhetorical theory and practice, both ancient and modern. In addition, students will have the opportunity to explore a number of topics related to ancient oratory and rhetoric, including (among others) public performance; theories of persuasion; the relationship between rhetoric and Roman law; Roman (and Greek) education practices; and the enduring influence of ancient rhetoric and oratory in the contemporary world.*

*Humanities.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **LATN 129. Caligula and Claudius**

*This is an advanced Latin course, intended for students with one or more intermediate Latin courses at the college level, or c. 4 years of Latin in high school. The emperor Gaius Caligula, famous for considering his favorite racehorse for the office of consul, raises urgent questions about what we consider normal in our leaders. The emperor Claudius, made generally famous by the classic TV series "I Claudius," presents similar questions. He was a transformative figure in Roman imperial history, responsible for the creation of a civil service, expansion of the Roman citizenship, and the conquest of Britain. But he also had medical problems, and made some spectacularly inappropriate marriages. The principal Latin texts will be Suetonius' *Life of Gaius Caligula*, Tacitus' bitter account of Claudius in his *Annals*, and selected documents (inscriptions and Latin papyri). We will also read Seneca's exposition of Stoic ideals in his *de Providentia*, and Seneca's (?) *Apocolocyntosis*, a spoof account of Claudius' posthumous journey to heaven.*

*Humanities.*

*Writing course.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **PHIL 102. Ancient Philosophy**

*For the Greeks and Romans, philosophy was a way of life and not merely an academic discipline. With this perspective in mind, we will examine topics in ethics, metaphysics, aesthetics, epistemology, and theology through close readings of Plato's Republic and Aristotle's Nichomachean Ethics. We will also look more briefly at the thought of the Presocratics and the Stoics.*

*Humanities.*

*2 credits.*

*Eligible for CLST*

*Fall 2022. Ledbetter.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **Cognitive Science**

### **Coordinator:**

**K. DAVID HARRISON (Linguistics)**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Alan Baker (Philosophy)**

**Victor Barranca (Mathematics and Statistics)**

**Peter Baumann (Philosophy)**

**Joshua Goldwyn (Mathematics and Statistics)**

**Lisa Meeden (Computer Science)**

**Daniel Grodner (Psychology and Cognitive Science)**

**Ameet Soni (Computer Science)**

**Jonathan Washington (Linguistics)**

**Matthew Zucker (Engineering)**

### **Affiliated Faculty**

**Spencer Caplan (Computer Science)**

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*The Cognitive Science Program has been developed to guide students who are interested in the interdisciplinary study of the mind, brain, and language, with emphases on formal structure, biological information processing, and computation. The program is designed to emphasize guided breadth across various disciplines that contribute to cognitive science as well as depth within a chosen discipline.*

### **First Course Recommendations**

*COGS 001. Introduction to Cognitive Science provides a multidisciplinary introduction to the field of cognitive science. It does this not only by exposing students to fundamental ideas and findings, but also by incorporating a substantial guest-scholar component: Typically, as many as ten different Swarthmore professors each conduct lecture/discussions during the semester. In this way, students get exposed to professors from many different departments involved in cognitive science. Note that this course is only offered in the fall semester.*

## The Academic Program

*We conceive of cognitive science as a loose federation of six specific disciplines. The disciplines included are: artificial intelligence (including robotics), cognitive psychology, linguistics, mathematics and statistics, neuroscience, and philosophy. To demonstrate breadth, students majoring or minoring in cognitive science are required to complete credits in at least three of these six disciplines.*

## Course Minor

*Six credits are required for the minor. One of these is a required introductory course, COGS 001. The remaining 5 credits are to be distributed across three different disciplines of cognitive science. That is, 2 credits of listed courses, from 3 of the 6 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. Students who wish to use 2 credits in mathematics and statistics as one of their disciplines for a cognitive science minor must choose 2 credits from a single sub-area of mathematics and indicate its relevance to at least one of the two other disciplines chosen for the minor.*

*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. Many more courses, taught on campus, are closely relevant to cognitive science. This list is subject to periodic re-evaluation.*

*In addition to fulfilling the 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 4 courses from within a cognitive science discipline (even if some of those courses are not directly related to cognitive science). Alternative curricular and extracurricular ways of fulfilling the depth requirement may be discussed with the coordinator.*

## Honors Minor

*To complete an honors minor in cognitive science, students must complete all requirements listed above. The honors preparation for the minor will normally be a 2-credit unit approved by the relevant department from courses listed for the minor. The minor preparation must be within a discipline that is not the student's honors major. Students are encouraged to develop an appropriate preparation in consultation with the coordinator.*

## Special Major

*Typically, the program for a special major in cognitive science involves fulfilling all requirements for the minor and then adding 4 or more cognitive science related courses including a thesis, bringing the total number of credits up to 10-12. Note that these additional credits may include courses not listed as eligible for the minor or major, subject to the approval of the program coordinator. Students who special major in cognitive science are normally required to do a 1-credit senior thesis (COGS 090), though other formats for completing the thesis requirement exist, and students may elect to complete a 2-credit thesis with the approval of a thesis advisor and the program coordinator.*

## Honors Special Major

*An honors special major in cognitive science is possible. While fulfilling the requirements of the minor, students must take four 2-credit honors preparations. One of these preparations is a Senior Honors Thesis (COGS 180). The other three preparations must be distributed across two or more disciplines within cognitive science. The nature of these honors preparations will be determined by the standard practices of the relevant departments.*

## Thesis / Culminating Exercise



Minors who wish to get formal research experience may choose to complete a 1-credit thesis or a 2-credit honors thesis in cognitive science during their senior year. Non-honors theses in cognitive science will normally be examined by Cognitive Science Committee members from within at least two different departments.

## Cognitive Science Courses

### **COGS 001. Introduction to Cognitive Science**

*An introduction to the science of the mind from the perspective of cognitive psychology, linguistics, neuroscience, philosophy, and artificial intelligence. The course introduces students to the scientific investigation of such questions as the following: What does it mean to think or to have consciousness? Can a computer have a mind? What does it mean to have a concept? What is language? What kinds of explanations are necessary to explain cognition?*

*Non-distribution.*

*1 credit.*

*Eligible for COGS, PSYC*

*Fall 2021. Staff.*

*Fall 2022. Durgin.*

*Fall 2023. Durgin.*

*Catalog chapter: Cognitive Science*

*Department website: <http://www.swarthmore.edu/cognitive-science>*

### **COGS 090. Senior Thesis**

*The one-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.*

*Eligible for COGS*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Cognitive Science*

*Department website: <http://www.swarthmore.edu/cognitive-science>*

### **COGS 092. Independent Study**

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Cognitive Science*

*Department website: <http://www.swarthmore.edu/cognitive-science>*

### **COGS 180. Senior Honors Thesis**

*1 or 2 credits*

*Eligible for COGS*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Cognitive Science*

*Department website: <http://www.swarthmore.edu/cognitive-science>*

## Artificial Intelligence (Computer Science and Engineering)

## **CPSC 063. Artificial Intelligence**

*Artificial intelligence (AI) can be defined as the branch of computer science that is concerned with the automation of intelligent behavior. Intelligent behavior encompasses a wide range of abilities; as a result, AI has become a very broad field that includes game playing, automated reasoning, expert systems, natural language processing, modeling human performance (cognitive science), planning, and robotics. This course will focus on a subset of these topics and specifically on machine learning, which is concerned with the problem of how to create programs that automatically improve with experience. Machine learning approaches studied typically include neural networks, decision trees, genetic algorithms, and reinforcement techniques.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Meeden.*

*Fall 2022. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 065. Natural Language Processing**

*(Cross-listed as LING 020)*

*This course is an introduction to the fundamental concepts in natural language processing, the study of human language from a computational perspective. The focus will be on creating statistical algorithms used in the analysis and production of language. Topics to be covered include parsing, morphological analysis, text classification, speech recognition, and machine translation. No prior linguistics experience is necessary.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Caplan.*

*Fall 2022. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 066. Machine Learning**

*This course will introduce algorithms and frameworks that train computers to learn from data in order to better complete specific tasks. The first part of the course will focus on the task of making predictions (supervised learning). The course will then cover other areas of the field including structured learning, unsupervised learning, and semi-supervised learning, among others. The course will also develop general machine learning methodologies; frameworks for analyzing and validating algorithms and theoretical foundations.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Wehar, Michael*

*Fall 2023. Soni, Mitchell*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 068. Bioinformatics**

*(Cross-listed as BIOL 068)*

*This course is an introduction to the fields of bioinformatics and computational biology, with a central focus on algorithms and their application to a diverse set of computational problems in molecular biology. Computational themes will include dynamic programming, greedy algorithms,*

*supervised learning and classification, data clustering, trees, graphical models, data management, and structured data representation. Applications will include genetic sequence analysis, pair wise-sequence alignment, phylogenetic trees, motif finding, gene-expression analysis, and protein-structure prediction. No prior biology experience is necessary.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 081. Adaptive Robotics**

*This seminar addresses the problem of controlling robots that will operate in dynamic, unpredictable environments. In laboratory sessions, students will work in groups to program robots to perform a variety of tasks such as navigation to a goal, obstacle avoidance, and vision-based tracking. In discussion sessions, students will examine the major paradigms of robot control through readings from the primary literature with an emphasis on adaptive approaches.*

*Group 3 course.*

*Prerequisite: CPSC 035. Recommended: CPSC 063*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 082. Mobile Robotics**

*(Cross-listed as ENGR 028)*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **ENGR 027. Computer Vision**

*(Cross-listed as CPSC 072)*

*Computer vision studies how computers can analyze and perceive the world using input from imaging devices. Topics include line and region extraction, stereo vision, motion analysis, color and reflection models, and object representation and recognition. The course will focus on object recognition and detection, introducing the tools of computer vision in support of building an automatic object recognition and classification system. Labs will involve implementing both offline and real-time object recognition and classification systems.*

*Prerequisite: Either ENGR 019 or ENGR 056, or permission of the instructor. MATH 027 or MATH 028 is recommended.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for COGS.*

*Spring 2022. Phillips.*

*Spring 2023. Phillips.*

*Fall 2023. Zucker.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 028. Mobile Robotics**

*(Cross-listed as CPSC 082)*

*This course addresses the problems of controlling and motivating robots to act intelligently in dynamic, unpredictable environments. Major topics will include mechanical design, robot perception, kinematics and inverse kinematics, navigation and control, optimization and learning,*

and robot simulation techniques. To demonstrate these concepts, we will be looking at mobile robots, robot arms and positioning devices, and virtual agents. Labs will focus on programming robots to execute tasks and to explore and interact with their environment.

*Prerequisite:* Either ENGR 019 or ENGR 056, or permission of the instructor. MATH 027 or MATH 028 is recommended.

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Phillips.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## Cognitive Psychology

### **PSYC 007. First-Year Seminar: Early Social Cognition**

*Humans are helplessly social: we spend much of our lives interacting with others, continuously encoding and processing information about our social world. What are the origins and developmental trajectory of our social cognition? Are we prejudiced from the start? How do we learn us vs. them distinction? When and how do young children come to appreciate the content of others' minds? This course explores the underlying cognitive processes that shape infants' and children's understanding of the social world.*

*PSYC 007 serves as an alternate prerequisite for further work in the department.*

*Social sciences.*

*1 credit.*

*Eligible for COGS.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 033. Cognitive Psychology**

*Cognitive psychology is one of the intellectual foundations on which modern psychological science is built. This course has two principal goals. On the one hand, it provides an integrated overview of a variety of subfields of cognitive psychology including perception, attention, memory, language, concepts, imagery, thinking, decision-making, and problem solving. On the other hand, it develops a coherent conceptual framework for understanding how behavioral experiments can illuminate the workings of the human mind.*

*Prerequisite: PSYC 001 or COGS 001 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2023. Grodner.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 034. Psychology of Language**

*(Cross-listed as LING 034)*

*The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do children acquire it so quickly and accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)?*

*Prerequisite: PSYC 001, or COGS 001, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS, GLBL-core*

*Fall 2021. Grodner.*

*Fall 2023. Grodner.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

*(focus course)*

### **PSYC 039. Developmental Psychology**

*Do infants have concepts? How do children learn language? These questions and others are addressed in this survey course of physical, cognitive, social, and emotional development during infancy and early childhood. The course asks how and why human minds and behaviors develop, examining the theoretical perspectives and empirical evidence on the nature of developmental change.*

*Prerequisite: PSYC 001.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 043. Computational Methods for Psychology and Neuroscience**

*This course will introduce students to computational approaches to understanding the brain and behavior, through the lens of human learning and memory. We will cover a range of topics including: representation and similarity, correlation, convolution, cognitive models, human electrophysiology, neural oscillations, and supervised/unsupervised learning. Students will gain experience with the methods and their applications through Python-based programming projects.*

*Prerequisite: PSYC 027 or CPSC 021 and Instructor permission. Interested students with experience/coursework in other areas (e.g. psychology, neuroscience, computer science, mathematics/statistics, engineering) are also encouraged to contact the Instructor.*

*Social sciences*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <https://www.swarthmore.edu/psychology>*

### **PSYC 133. Metaphor and Mind Seminar**

*Metaphor and other forms of figurative language use are fundamental to human thought. Can studying metaphor help us understand the representation of meaning in the brain and the communication of meaning between minds? How do metaphors affect our conceptualization of the world and of each other? This seminar examines scientific theories of metaphor use and understanding from psycholinguistics, cognitive science, philosophy of language, and neuroscience.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 033. Cognitive Psychology, PSYC 034. Psychology of Language or COGS 001. Introduction to Cognitive Science or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 134. Seminar in Psycholinguistics**

*(Cross-listed as LING 134)*

*An advanced study of special topics in the psychology of language. A research component is sometimes included.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 034. Psychology of Language, PSYC 033. Cognitive Psychology, or COGS 001. Introduction to Cognitive Science, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS.*

*Spring 2022. Grodner.*

*Spring 2024. Grodner.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 139. Seminar in Cognitive Development**

*This course will introduce students to the basic principles and theories of human cognitive development from infancy through early adolescence. The areas and ideas that will be discussed in this seminar include, but are not limited to, causal learning, number development, memory, concept formation, language development, spatial cognition, and computational modeling. Throughout the course, students will be encouraged to think not just about when key behaviors and abilities emerge, but how those abilities come to exist. Thus, a major focus of this course will be on critically evaluating mechanisms of developmental change.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 039. Developmental Psychology or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS, ESCH.*

*Spring 2022. Benton.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **Linguistics**

### **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.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Irwin.*

*Spring 2022. Irwin.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **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 or LING 045.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 045. Phonetics and Phonology**

*Phonetics explores the full range of sounds produced by humans for use in language and the gestural, acoustic, and auditory properties that characterize those sounds. Phonology investigates the abstract cognitive system humans use for representing, organizing, and combining the sounds of language as well as processes by which sounds can change into other sounds. This course covers a wide spectrum of data from languages around the world and focuses on developing analyses to account for the data. Argumentation skills are also developed to help*

determine the underlying cognitive mechanisms that are needed to support proposed analyses.

Social sciences.

1 credit.

Eligible for COGS

Fall 2021. Washington.

Spring 2022. Dockum.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## LING 050. Syntax

The main objective of this course is to familiarize students with the scientific study of syntactic structure in human language as part of the broader enterprise of the study of the human language faculty. Students learn the rudiments of syntactic analysis and argumentation within the Principles & Parameters/Minimalist framework in generative syntactic theory. The course gives attention to the relevance of syntax to other fields of study, including psychology (language acquisition, language processing), computer science, language reclamation and revitalization, stigmatized dialects, and more.

Social sciences.

Writing course.

1 credit.

Eligible for COGS

Fall 2021. Conrod.

Spring 2022. Irwin.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## LING 073. Computational Linguistics

(Cross-listed as CPSC 013 )

This course explores the possibilities for creating computational resources for languages for which vast collections of text don't exist. Students will choose a language lacking in computational resources and develop tools for it. The focus will be on creating nuanced symbolic representations of the language that can be employed by computers, to the benefit of both language researchers who wish to test grammatical models, and language communities which lack the social capital to benefit from corporately developed resources. Topics covered include input methods and spell-checking, morphological analysis and disambiguation, syntactic parsing, building corpora, and rule-based machine translation, with an emphasis on anti-colonial methodologies and free/open-source technologies.

Prerequisite: LING 001 (or equivalent) or CPSC 021 (or equivalent), or permission of the instructor.

Social Sciences.

1 credit.

Eligible for ASIA, COGS, GBLB-core

Spring 2022. Washington.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## LING 081. Semantics II

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

Social Sciences

1 credit

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## Neuroscience (Biology and Psychology)

### **BIOL 022. Neurobiology**

*An in-depth study of modern neuroscience, examined through the lens of primary literature. After covering the foundations of nervous system organization and function, we will perform critical reading of several significant papers, including meeting with authors to better understand the process of research and publication. Laboratories will explore neurophysiology and behavior in a range of organisms - crayfish, leech, and *Homo sapiens*.*

*Prerequisite: BIOL 001 and BIOL 002 or with permission of instructor.*

*Natural sciences and engineering practicum.*

*Writing course.*

*One laboratory period per week.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Gauthier.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Gauthier.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 131. Animal Communication**

*This seminar will examine animal communication from a cross-disciplinary perspective with a focus on the evolution and physiology of communication systems and an emphasis on understanding the primary literature. Weekly readings and student-led discussion of the primary literature are modeled after a journal club course in graduate school and allow students to develop an in-depth understanding of scientific critique. Engaged participation in these "crit sessions" provides students with the skills and confidence to decompose complex scientific studies, extract the relevant results, and evaluate the rigor of experimental design. This class takes an explicitly quantitative approach to understanding animal behavior.*

*Prerequisite: Completion of BIOL 001 and BIOL 002, or their equivalents; BIOL 030; or with permission of instructor.*

*Recommended: A course in statistics (e.g. STAT 011).*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **PSYC 030. Behavioral Neuroscience**

*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.*

*Eligible for COGS*

*Spring 2022. Schneider.*

*Spring 2023. Fobbs.*

*Spring 2024. Fobbs.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 031. Cognitive Neuroscience**

*What neural systems underlie human perception, memory and language? What deficits arise from damage to these systems? This course covers a variety of cognitive neuroscience and neuropsychological methods and what they tell us about human cognition.*

*Prerequisite: PSYC 001*

*Social Sciences.*



1 credit.

Eligible for COGS

Spring 2022. Zinszer.

Spring 2023. Zinszer.

Spring 2024. Zinszer.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 031A. Social, Cognitive and Affective Neuroscience**

*This course focuses on the neural underpinnings of cognitive (memory, attention), social (theory of mind, empathy), and affective (emotion, evaluation) processes, as well as how they interact with and contribute to each other. We consider how such processes are implemented at the neural level, but also how neural mechanisms help give rise to social and emotional phenomena. Many believe that the expansion of the human brain evolved due to the complex demands of dealing with others - competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. In this course, we review current theories and methods guiding social, cognitive, and affective neuroscience, taking a multi-level approach to understanding the brain in its social context.*

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Eligible for COGS

Fall 2021. Norris.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 130. Seminar in Behavioral Neuroscience**

*Course previously titled Seminar in Physiological Psychology*

*An analysis of the neural bases of motivation, emotion, learning, memory, and language. Generalizations derived from neurobehavioral relations are brought to bear on clinical issues.*

*This course may not be taken as pass/fail.*

Prerequisite: PSYC 001 and PSYC 030. Behavioral Neuroscience or BIOL 022 or permission of the instructor.

Social sciences.

1 credit.

Eligible for COGS

Spring 2022. Zinszer.

Fall 2022. Fobbs.

Fall 2023. Fobbs.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 131. Seminar in Cognitive Neuroscience**

*In this course, we'll examine how the processes for learning, comprehending, and producing language are implemented in the human brain.*

*Drawing on evidence from neuropsychological and brain imaging studies, we'll critically evaluate research on questions like: What brain areas serve in language processing? What are the cognitive functions of these areas, and how do these functions coordinate to make language? How is language affected when the brain is damaged? What are the cognitive and neural consequences of different language learning experiences? In addition to exploring the unfolding answers to these questions, we will develop a familiarity with academic literature in this field and practice the skills of reading, criticizing, and synthesizing primary research to answer scientific questions.*

*This course may not be taken as pass/fail.*

Prerequisite: PSYC 001 and PSYC 031, or permission of the instructor.

Social Science.

1 credit.

Eligible for COGS

Fall 2021. Zinszer.

Fall 2022. Zinszer.

Fall 2023. Zinszer.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

## **PSYC 131A. Seminar in Social Neuroscience: The Social Brain**

*This seminar focuses on a critical analysis of current social neuroscience literature, covering topics such as person perception, empathy, perspective taking, emotion, attitudes, relationships, stereotypes and prejudice. Students consider evidence from studies using a broad spectrum of methods, including behavioral measures, functional neuroimaging, neurophysiological recordings, neuropsychology and computational modeling.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001. Introduction to Psychology and PSYC 031A. Social, Cognitive and Affective Neuroscience or PSYC 031. Cognitive Neuroscience or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Norris.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **Statistics and Mathematics**

*Two credits are required from a single statistics or mathematics sub-area. The sub-areas of mathematics and their eligible seminars and courses are as follows:*

### **Continuous and Applied Mathematics**

#### **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: Credit for, or placement out of, MATH 025 or Math 026 and also MATH 027 or MATH 028, along with a grade of C or better in at least one of the two previously mentioned math courses.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Hunter.*

*Spring 2022. Reinhart.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

#### **MATH 043. Basic Differential Equations**

*This course emphasizes the standard techniques used to solve differential equations, covering the basic theory of the field with an eye toward practical applications. Topics may include first-order equations, linear differential equations, series solutions, first-order systems of equations, Laplace transforms, approximation methods, and some partial differential equations. Compare with MATH 044. Students may not take both MATH 043 and MATH 044 for credit. The department prefers majors to take MATH 044.*

*Prerequisite: A grade of C or better in MATH 033, MATH 034 or MATH 035; or a grade of B or better in MATH 025 and currently enrolled in one of MATH 034 or MATH 035; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Goldwyn.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

#### **MATH 044. Differential Equations**

*An introduction to differential equations that has a more theoretical and rigorous flavor than MATH 043 and is intended for students who enjoy delving into the mathematics behind the techniques. It introduces the key ideas of ordinary differential equations in a more conceptual, dynamical as well as computational framework. Topics include existence and non-existence, uniqueness and continuous dependence of solutions on data, qualitative behavior of solutions such as asymptotic behavior and stability, as well as boundary value problems and bifurcation. Numerical and computational methods will be used throughout as appropriate. Linear and nonlinear systems will be considered. Additional topics depend on the interests of the instructor and students. The department recommends that majors take MATH 044.*

*Prerequisite: Either credit for, or placement out of, MATH 027 or MATH 028 and a grade of C or better in one of MATH 033, MATH 034, or MATH 035; or a grade of B or better in MATH 027 or MATH 028 and concurrent enrollment in one MATH 034 or MATH 035; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Barranca.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 053. Topics in Analysis**

*Course content varies from year to year depending on student and faculty interest. Recent topics have included dynamical systems, Fourier analysis, and analytic number theory. See also MATH 073.*

*Alternate years.*

*Prerequisite: A grade of C or better in one of and MATH 033, MATH 034, or MATH 035; placement by examination; or permission of the instructor. Some experience reading and writing mathematical proofs is strongly recommended.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 054. Partial Differential Equations**

*An introduction to linear partial differential equations. Topics include first-order linear equations and second-order equations of elliptic, parabolic, and hyperbolic type via the Laplace equation, the heat equation, and the wave equation. Solutions to these equations are studied from analytical, qualitative, and numerical viewpoints. Additional topics depend on the interests of the students and instructor.*

*Alternate years.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028; a grade of C or better in one of MATH 043, MATH 044; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 056. Modeling**

*(Cross-listed as ENVS 079)*

*An introduction to the formulation and analysis of mathematical models. This course will present a general framework for the development of discrete and continuous models of diverse phenomena. Principles of modeling will be drawn from multiple areas, such as kinetics, population dynamics, disease spread, traffic flow, particle mechanics, and network science. Mathematical techniques and theory useful for understanding models will be emphasized, such as dimensional analysis, phase plane diagrams, stability analysis, bifurcation theory, conservation laws, random walks, constitutive relations, chaos theory, and computer simulation. A primary goal of this course is to give insights into the connections between mathematics and real-world problems, allowing students to apply the course concepts to applications that excite them.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028, and a grade of C or better in one of MATH 043 or MATH 044; or permission of the instructor.*

*Natural sciences and engineering.*

1 credit.

Eligible for ENVS

Spring 2022. Crawford.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 063. Introduction to Real Analysis**

*This course concentrates on the careful study of the principles underlying the calculus of real valued functions of real variables. Topics include continuity, compactness, connectedness, uniform convergence, differentiation, and integration. There is a strong emphasis on good mathematical writing, especially on mathematical proofs. This course includes a required additional weekly problem session.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028 and also a grade of C or better in one of MATH 033, MATH 034, or MATH 035.*

*Natural sciences and engineering.*

*Writing course.*

1 credit.

Eligible for COGS

Fall 2021. Viator. Mavinga.

Fall 2022. Staff.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 066. Stochastic and Numerical Methods**

*In mathematical problems that arise from real-world applications, exact solutions often cannot be obtained due to complicating characteristics, such as nonlinearity, uncertainty, and randomness. This course will introduce theory and techniques to numerically approximate solutions to these types of mathematical problems. This course will also survey the mathematical theory of stochastic processes. Additional topics may be included, depending on the instructor.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028 and a grade of C or better in MATH 043 or MATH 044.*

*Natural sciences and engineering.*

1 credit.

Eligible for COGS

Fall 2021. Barranca.

Fall 2022. Staff.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 067. Introduction to Modern Algebra**

*This course is an introduction to abstract algebra and will survey basic algebraic systems—groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning. There is a strong emphasis on good mathematical writing, especially on mathematical proofs. This course includes a required additional weekly problem session.*

*Prerequisite: A grade of C or better in MATH 027 or MATH 028; or permission of the instructor.*

*Natural sciences and engineering.*

*Writing course.*

1 credit.

Spring 2022. Dougherty. Hsu.

Spring 2023. Staff.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **Discrete Mathematics**

### **MATH 039. Discrete Mathematics with an Introduction to Proof**

*An introduction to noncontinuous mathematics. Topics will include mathematical induction and other methods of proof, basic set theory, bijections, counting, and graph theory. Additional topics may include algorithms, recurrence relations, probability, voting methods, and other*

topics at the discretion of the instructor. While it does not use any calculus, MATH 039 is a more sophisticated course than MATH 015 or MATH 025; thus success in a calculus course demonstrates the mathematical maturity needed for MATH 039. Previously called Math 029.

Prerequisite: A grade of B or better in Math 15, placement into or credit for Math 25, or permission of the instructor.

Natural sciences and engineering.

1 credit.

Eligible for COGS

Spring 2022. Crawford.

Fall 2022. Staff.

Spring 2023. Staff.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 046. Theory of Computation**

(Cross-listed as CPSC 046)

Natural sciences and engineering.

1 credit.

Eligible for COGS

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 057. Topics in Algebra**

Course content varies each year, depending on student and faculty interest. Recent offerings have included coding theory, groups and representations, finite reflection groups, and advanced matrix theory. See also MATH 077.

Prerequisite: A grade of C or better in MATH 027 or MATH 028.

Natural sciences and engineering.

1 credit.

Eligible for COGS

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 058. Number Theory**

This course covers the fundamentals of elementary number theory, including divisibility, congruences, and prime numbers. Topics may include Gaussian integers, sums of squares representations, and quadratic reciprocity.

Alternate years.

Prerequisite: A grade of C or better in one of MATH 027 or MATH 028.

Natural sciences and engineering.

1 credit.

Eligible for COGS

Fall 2021. Hsu.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 067. Introduction to Modern Algebra**

This course is an introduction to abstract algebra and will survey basic algebraic systems-groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning. There is a strong emphasis on good mathematical writing, especially on mathematical proofs. This course includes a required additional weekly problem session.

Prerequisite: A grade of C or better in MATH 027 or MATH 028; or permission of the instructor.

Natural sciences and engineering.

Writing course.

1 credit.

Spring 2022. Dougherty. Hsu.

Spring 2023. Staff.

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 069. Combinatorics**

*This course continues the study of material begun in MATH 039. The primary topics are enumeration and graph theory. The first area includes, among other things, a study of generating functions and Polya counting. The second area is concerned with relations between certain graphical invariants. Additional topics may include one or more of the following: design theory, extremal graph theory, Ramsey theory, matroids, matchings, codes, and Latin squares.*

*Prerequisite: Grades of C or better in MATH 039 and at least one other course in mathematics numbered 27 or higher; or permission of the instructor. Students who have taken two or more mathematics courses numbered 50 or higher have taken this course without Math 39: please discuss with the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **Statistics**

### **STAT 021. Statistical Methods II**

*This is a second course in applied statistics that extends methods taught in STAT 011. Topics include multiple linear regression, analysis of variance, and logistic regression.*

*Prerequisite: Credit for AP Statistics; a grade of C or better in STAT 011 or ECON 031; or a grade of B or better in STAT 001 with permission of the instructor.*

*Natural science and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Luby.*

*Spring 2022. Thornton.*

*Fall 2022. staff.*

*Spring 2023. staff.*

*Fall 2023. staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **STAT 041. Topics in Applied Statistics: Statistical Graphics & Data Visualization**

*Graphical displays of information can improve our understanding of both data and statistical models. Data Visualization has become a key component in decision-making about everything from the COVID-19 pandemic to sports analytics to climate change. While these visualizations can help synthesize complex phenomena into a single graph, we have also been inundated with maps, charts, and diagrams that often present conflicting conclusions. Drawing heavily from contemporary examples including the COVID-19 pandemic and recent election results, this course will cover common forms of data visualization and their uses and misuses.*

*In this course, you will learn how to create, critique, and present graphics in a concise and statistically sound way. Topics include: common data types and visualizations in R; incorporating statistical concepts such as transformations, smoothing, and uncertainty into visualizations; interactive graphics; and non-traditional types of data, which may include time series, maps, networks, or text.*

*You will leave the course having built a portfolio of static and interactive visualizations, statistical writing, and presentations. This is a project-based course, and you are encouraged to bring additional ideas for datasets and research questions.*

*Prerequisite: STAT 021 or permission of the instructor.*

*Natural science and engineering.*

*Writing course.*

*1 credit.*

*Eligible for GLOBL-Core*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

*\*Students who took STAT 041: Topics in Statistics can receive COGS Credit depending on the course topic.*

*Quantitative Paleontology is not eligible. Please check with the Program Coordinator for eligibility.*

## **STAT 051. Probability**

*Introduction to the mathematical theory of probability. Topics include sample spaces and events, conditional probability and Bayes' theorem, univariate probability and density functions, expectation and variance, moment generating functions, Binomial, Negative Binomial, Poisson, Normal,  $t$ , Gamma and Beta distributions, joint, marginal and conditional distributions, independence, transformations, the multivariate Normal distribution, the law of large numbers and the central limit theorem.*

*Prerequisite: A grade of C or better in MATH 033, MATH 034, or MATH 035; a grade of C or better in MATH 027 or MATH 028 and currently enrolled in one of MATH 034 or MATH 035 ; or permission of the instructor.*

*Natural Science and Engineering*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Whitehead.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 061. Mathematical Statistics I**

*Introduction to the mathematical theory of frequentist and Bayesian statistical inference. Topics include parameter estimation, confidence intervals and hypothesis testing, linear regression methods and Bayesian inference. Students needing to learn applied statistics and data analysis should consider Stat 021 in addition to or instead of this course.*

*Prerequisite: A grade of C or better in both STAT 051 and MATH 027 or MATH 028 ; or permission of the instructor. STAT 011 or the equivalent and some experience with computing are strongly recommended.*

*Natural Science and Engineering*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Everson.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 111. Mathematical Statistics II**

*This seminar is a continuation of STAT 051 and STAT 061. It deals mainly with statistical models for the relationships among variables. The theory of linear regression models is examined in detail. Other topics may include theory for generalized linear models (including logistic regression), Bayesian inference, and nonparametric statistics.*

*Prerequisite: A grade of B- or better in STAT 061; credit or placement out of CPSC 021.*

*Natural science and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Everson.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **Philosophy**

### **PHIL 012A. 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 different areas of philosophy, including metaphysics, epistemology, and ethics, will also be examined.*

*Recommended for students with a strong mathematics or computer science background, and for non-freshmen who have taken no prior philosophy courses.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Baker.*

Fall 2023. Baker.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

## **PHIL 012B. Logic**

*An introduction to the principles of deductive logic with equal emphasis on the syntactic and semantic aspects of logical systems. This course will cover the same amount of formal logic as PHIL 012A, but with less additional philosophical material, so that more time can be devoted to mastering the technical and formal apparatus.*

*Prerequisite: Recommended for students who are intending to major or minor in Philosophy, and for non-freshmen who have taken at least one prior Philosophy course. Required of all philosophy majors, unless they have taken PHIL 012A previously.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Baker.*

*Fall 2023. Baker.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 024. Theory of Knowledge**

*This course selects key texts in the theory of knowledge by epistemologists such as Socrates, Plato, Sextus Empiricus, Hume, Moore, and Wittgenstein on topics that include that nature and extent of human knowledge, disagreement, faith, and self-knowledge, among others.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for COGS*

*Fall 2023. Raff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **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 012A or PHIL 012B*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Spring 2024. Baker.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 040. Semantics**

*(Cross-listed as LING 040)*

*Note: This is not a writing course for PHIL.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*



Fall 2023. Staff.  
Spring 2024. Staff.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 086. Philosophy of Mind**

Main issues in current philosophical theories of mind and consciousness include varieties of Dualism (Chalmers, Jackson), Behaviorism (Ryle), Identity theories (Smart, Block), Functionalism (Putnam, Dennett), Theories of Representation (Harman '60, Rosenthal), and others.  
Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Eligible for COGS

Fall 2022. Raff.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 113. Topics in Epistemology**

What is knowledge? Can we have it? If not, why not? If yes, how? What does it mean to have evidence, justification or reasons for ones beliefs? How rational or irrational are we? Can we have a priori, "armchair" knowledge? Is cognition essentially social? We will discuss classic and contemporary answers to such questions.

Humanities.

2 credits.

Eligible for COGS

Fall 2022. Baumann.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 116. Language and Meaning**

(Cross-listed as LING 116 )

Language is an excellent tool for expressing and communicating thoughts. You can let your friend know that there will probably be fewer than 25 trains from Elwyn to Gladstone next Wednesday - but could you do this without using language (have you tried?)? Even more interesting is the question how you can do this using language. How can the sounds I produce or the marks that I leave on this sheet of paper be about the dog outside chasing the squirrel? How can words refer to things and how can sentences be true or false? Where does meaning come from?

Philosophy has dealt with such questions for a long time but it was only a bit more than 100 years ago that these questions have taken center stage in philosophy. We will read and discuss such more recent authors, starting with the „classics" Frege, Russell and Wittgenstein and leading up to authors like Austin, Carnap, Grice, Kripke, Putnam, Quine and Strawson.

Humanities.

2 credits.

Eligible for COGS

Fall 2021. Baumann.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **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.

Humanities.

2 credits.

Eligible for COGS

Spring 2022. Baker.

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## Comparative Literature

*Courses*

### Coordinator:

**ALEXANDRA GUEYDAN-TUREK (French), Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### Committee:

**Khaled Al-Masri (Modern Languages and Literatures, Arabic)**

**Jean-Vincent Blanchard (Modern Languages and Literatures, French)**

**Rachel Burma (English Literature)**

**Désirée Díaz (Spanish)**

**Sibelan Forrester (Modern Languages and Literatures, Russian)<sup>4</sup>**

**William O. Gardner (Modern Languages and Literatures, Japanese)**

**María Luisa Guardiola (Spanish)**

**Alexandra Gueydan-Turek (Modern Languages and Literatures, French)**

**Haili Kong (Modern Languages and Literatures, Chinese)**

**Allen Kuharski (Theater)**

**Jeremy Lefkowitz (Classics)**

**Rosaria V. Munson (Classics)**

**Bob Rehak (Film and Media Studies)**

**Benjamin Ridgway (Modern Languages and Literatures, Chinese)**

**Hansjakob Werlen (Modern Languages and Literatures, German)**

<sup>4</sup>*Absent on leave 2021-2022, Academic Year*

*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, Film and Media Studies, Spanish, 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 who are interested in literary critical research. This major is not for everyone: it 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.*

### The Academic Program

*In planning a comparative literature major, students should look at course listings in the Classics, English, Film and Media Studies, Modern Languages and Literatures, Spanish and Theater departments. In Classics and Modern Languages and Literatures departments, only courses numbered 011 or above may count as constituents of the comparative literature major. Of English courses numbered 009, only one may be counted for the major. Of courses in the Spanish department, only courses numbered 022 and above may be counted for the major.*

### Major in Course

*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 of specialization. The Senior thesis (described in the section on "Thesis/Culminating Exercise" section, below) does not count toward these 10 credits.*

*Students working in French, German, or Spanish may propose one course in translation as part of their program, as long as it is deeply relevant to their plan of study. Because of the greater time required to gain proficiency in languages less similar to English, students working in Arabic, Chinese, Japanese or Russian may propose a program partly based on courses in translation and attachments (in the original language) to literature courses taught in translation, if courses taught in the original language are not available.*

*A 1- or 2-credit thesis of 35 to 40 pages for one credit, 50-60 pages for two credits, covering work in at least two languages (see "Thesis/Culminating Exercise," below).*

*An oral comprehensive examination, of 1 hour, during the final exam period of the senior year, based on the thesis and courses and seminars that the major comprises.*

## Honors Major

*Four 2-credit preparations---3 seminars and a 2-credit thesis of 50 to 60 pages---in at least two literatures in the original language. One of the preparations may be used as an independent minor (in Russian or Theater, 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.*

*A 3-hour written examination for each preparation, prepared by the external examiner, and a 30-minute oral based on the contents of the written examination, as well as an oral thesis examination with two Honors examiners*

## Honors Minor

*Five credits in two literatures in the original languages, with a minimum of 2 courses in each of the literatures.*

*A 2-credit thesis of 50 to 60 pages, integrating preparations that have been done in two literatures in the original language.*

## Thesis / Culminating Exercise

*All majors and minors will meet with the Coordinator of the Comparative Literature Program before the end of the junior year to review and assess the student's program.*

*At this time, the student will submit a general thesis outline, and will propose two 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.*

*The final draft of the thesis will be submitted no later than April 30 of the senior year, and it may be due earlier for Honors Majors.*

## Application Process for the Major and the Minor

*Successful completion of an advanced literature course in each of the literatures of the student's program of study is a prerequisite for admission into the Honors Program. A minimum grade of B is required.*

*Students applying for the (Honors) 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 then review the proposal and the essay to advise the student.*

*In lieu of a traditional course, the Comparative Literature Committee will consider proposals for one or more research papers written as course attachments.*

## Sample: Comparative Literature Course Major

*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.*

*Focus: The Black Atlantic (English and French)*

*1-credit thesis*

### **ENGL 009S. First-Year Seminar: Black Liberty/Black Literature**

*How have African American writers told stories of freedom, and how have they tried to tell them freely? How has the question of freedom shaped the development of, and debates over, an African American literary tradition? Drawing upon fiction, poetry, personal narratives, and critical essays, we will examine freedom as an ongoing problem of form, content, and context in black literature from antebellum slavery to the Harlem Renaissance.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **FREN 045C. Etonnante Haïti: littérature et cultures.**

*Studying the literary and cultural traditions of Haiti is the point of departure to examine the historical place of the first independent black Republic and its successful slave revolt, with particular attention to its impact on the French Antilles and the world. Parallel readings of works by CLR James, Césaire, Fanon, Glissant among others.*

*Has a Francophone component.*

*Humanities.*

*1 credit.*

*Eligible for BLST, FMST*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **SPAN 050. Afrocaribe: literatura y cultura visual**

*The African heritage has been an essential part in the constitution and evolvment of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation, syncretism and transvestism.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS, GLBL-Paired*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **ENGL 060. Early Black Print Cultures**

*(Cross-listed as BLST 060)*

*This course introduces students to the wide variety of early Black print culture in the US, including newspapers, broadside poetry, political pamphlets, and novels. We will attend closely to the materiality of these texts, reading not only for the work of authors but also that of illustrators, editors, publishers, typesetters, and readers. What racial identities, aesthetic forms, and political possibilities did print afford? Our investigations will be informed by readings in recent theory and criticism on Black Studies, print culture, and archives. In their final projects, students will have the chance to pursue their own original research using the rich resources of Philadelphia-area libraries.*

*18th/19th c.*

*Humanities.*

*1 credit.*

Eligible for BLST.  
Fall 2022. Cohen.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 061. The Literatures of Slavery**

*How did Black literary production emerge to resist the institution and ideology of slavery in the United States? While this course will focus largely on antebellum slave narratives- powerful acts of self-presentation that challenged the racial logic of slavery and bore witness to its brutal violence-we will also consider Black oratory, essays, poetry, and fiction of the late 18th and 19th centuries.*

18th/19th c.

Humanities.

1 credit.

Eligible for BLST.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **FREN 110. Histoires d'îles**

*Has a Francophone component.*

Humanities.

Catalog chapter: Modern Languages and Literatures: French and Francophone Studies

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **ENGL 119. Black Cultural Studies**

*How have black writers both represented and theorized a series of tensions characterizing African American culture since the end of slavery- between past and present, roots and routes, folk and modern, sound and vision, city and country, nation and diaspora, culture and capital, people and power? Motivated by such concerns, this seminar will examine approaches to African American literature that are historical, cultural, and theoretical. Prior work in African American literature and/or Black Studies is recommended.*

20th/21st c.

Humanities.

2 credits.

Eligible for BLST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **Sample: Comparative Literature Honors Major**

*Focus: Myth in Film and Literature (Classics and Japanese)*

2-credit thesis

### **CLST 025. Greek Myth in Opera and Ballet**

*Greek myths have provided the subject matter for some of the most important and pivotal works in the history of opera and ballet. Just as Greek myth informs these arts, so too, opera and ballet transform these myths and the way they are viewed by modern audiences. New and daring productions of classical operas continue to transform both Greek mythology and its operatic incarnations. George Balanchine's Neoclassicism modernized ballet radically in the 20th century by drawing largely on Greek myth and classical aesthetic structures. In this course, we will study the relevant primary classical sources for operas and ballets such as Handel's *Xerxes*, Gluck's *Orfeo ed Euridice*, Berlioz's *Les Troyens*, Strauss's *Electra*, Stravinsky's *Oedipus Rex*, Balanchine's *Apollo, Agon, and Orpheus*. At the same time, we will study the operas and ballets themselves in their cultural context, and in the course of their performance history, paying special attention to recent productions.*

Humanities.

1 credit.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **CLST 036. Classical Mythology**

*What is a myth? How is myth different from fairy tale or fable? What is its connection to ritual and religion? What sets myth apart from history? In this survey of the mythology of Greco-Roman antiquity, we will investigate the diverse meanings of 'myth', its social functions, its origins, its history, and its contemporary relevance. Students will get a broad overview of Classical mythology through direct and close readings of primary sources (all in English translation), including such texts as Homer's *Odyssey*, plays by all three of the major Greek tragedians (Aeschylus, Sophocles, and Euripides), and Ovid's *Metamorphoses*. Our readings of ancient texts will be supplemented by study of ancient art and frequent investigations of modern responses to and theorizing of myth in diverse fields and media, including sociological, psychological, and philosophical treatises; modern poetry; visual arts; and film.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for INTP*

*Spring 2024. Munson.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **ENGL 009E. First-Year Seminar: Narcissus and the History of Reflection**

*Narcissism seems at once reprehensible and an unavoidable part of personhood. This course investigates how, over the course of many centuries, the story of Narcissus has been reworked as a way to think about process of creative reflection and how we see ourselves in relation to others. At stake are questions of desire, gender, racial identities, and language. Authors include Ovid, Milton, Wilde, Freud, and Fanon; also visual art and film.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Song.*

*Fall 2023. Song.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 046. Tolkien and Pullman and Their Literary Roots**

*A study of Tolkien's *Lord of the Rings* and Pullman's *His Dark Materials* in the context of their early English sources. For Tolkien, this will include *Beowulf*, Old English riddles and elegies, and *Sir Gawain and the Green Knight*. For Pullman, this will include Biblical stories of the Creation and Fall, Milton's *Paradise Lost*, and selected Blake poems. Some film versions will be included.*

*Med/Ren or 20th/21st.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for MDST, CPLT*

*Spring 2022. Williamson.*

*Spring 2023. Williamson.*

*Spring 2024. Williamson.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **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?*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **FMST 020. Critical Theories of Film and Media**

*Film critic André Bazin's famous question, "What is cinema?," gained new relevance with the advent of digital media. This course introduces classical film theory (theories of modernity and perception, montage, realism), contemporary film theory (theories of film language, ideology, the cinematic apparatus, and spectatorship), approaches that cut across media (authorship, genre, stardom, semiotics, narratology, feminism, production and reception studies, cognitivism), and theorizations of new media. Through readings and weekly screenings, we explore the significance of film and other media in shaping and expressing our identities and cultural experiences. Strongly recommended for FMST majors and minors.*

*Prerequisite: FMST 001.*

*Humanities.*

*1 credit.*

*Eligible for INTP, FMST, DGHU*

*Spring 2022. White.*

*Spring 2023. White.*

*Spring 2024. Rehak.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 090. Film and Media Studies Capstone**

*This course begins by exploring a major paradigm or debate in the field and reviewing research methodology and production techniques. Students then undertake an individual or collaborative research or creative project (in some cases building upon work started in another class or independent study), meeting to workshop ideas and present works-in-progress. Research projects will incorporate multimedia presentation, and creative projects will be accompanied by written materials. The semester culminates in a panel/film exhibition.*

*Required for FMST senior majors and minors.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Spring 2022. White.*

*Spring 2023. Rehak.*

*Spring 2024. Simon.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **JPNS 024. Japanese Film and Animation**

*(Cross-listed as LITR 024J, FMST 057)*

*This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 074. Japanese Popular Culture and Contemporary Media**

*(Cross-listed as LITR 074J)*

*Japanese popular culture products such as manga (comics), anime (animation), television, film, and popular music are an increasingly vital element of 21st-century global culture, attracting ardent fans around the world. In this course, we will critically examine the postwar development of Japanese popular culture, together with the proliferation of new media that have accelerated the global diffusion of popular cultural forms. Engaging with theoretical ideas and debates regarding popular culture and media, we will discuss the significance of fan cultures, including the "otaku" phenomenon in Japan and the United States, and consider how national identity and ethnicity impact the production and consumption of popular cultural products. We will also explore representations of technology in creative works, and consider the global and the local aspects of technological innovations, including the internet, mobile phones, and other portable technology. Readings and*

discussion will be in English. The course will be conducted in a seminar format with student research and presentations comprising an important element of the class. Previous coursework in Japanese studies or media studies is recommended but not required.

Humanities.

1 credit.

Eligible for ASIA, FMST

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <http://www.swarthmore.edu/japanese>

## **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.

Humanities.

1 credit.

Eligible for INTP, MDST

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <http://www.swarthmore.edu/russian>

## **Sample: Comparative Literature Honors Minor**

Focus: Modernism (English and Spanish)

2-credit thesis

## **SPAN 023. Introducción a la literatura latinoamericana**

This course introduces students to the richness of Latin American literature through the critical analysis of texts that represent many different moments in the complex history of an extraordinary region.

Special emphasis will be placed on the shifting relationships between aesthetics, politics, and social change.

Students will be able to compare and contrast how major writers (Quiroga, Borges, Rulfo, García Márquez, Fuentes, Neruda) as well as emerging ones confront one key question: "Who are we?" Students will analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; revolutionary processes; race and ethnicity; gender and sexuality.

This is an ideal course for those students who want to strengthen their oral and writing proficiency in Spanish. Especially recommended for those planning to study abroad.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Humanities.

Writing course.

1 credit.

Eligible for LALS, GLBL-Paired, ESCH, CPLT

Fall 2021. Hernández.

Spring 2023. Martínez.

Spring 2024. Martínez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **ENGL 045. Modern British Poetry**



Steven Spender called Modern poets "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.

20th/21st c.

Humanities.

1 credit.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 078. Modernism**

This course introduces students to high modernism, a period of literary experimentation that spanned the first half of the twentieth century. We will be interested in innovative forms, failed experiments, inner lives, social movements, and the looming shadow of history. Expect to encounter authors such as Conrad, Forster, Woolf, Joyce, Barnes, and Faulkner.

20th/21st c.

Humanities.

1 credit.

Fall 2022. Patnaik.

Spring 2024. Patnaik.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **GMST 091. Topics in German Studies II**

Topic for Fall 2022: *German Voices: Identity and Multilingualism in German Culture*

In this advanced sixth semester course we will read contemporary literature and autobiographical prose from Germany, Austria, and Switzerland in order to learn about authors' relationship with language in general, and with the German language in particular. We will look at identity construction for bilingual and multilingual authors, as well as the ways in which writers grapple with finding language to express ideas of gender and dis/ability as they contest cultural barriers.

Prerequisite: GMST 008 or GMST 020.

Humanities.

1 credit.

Eligible for CPLT

Fall 2021. Meirosu.

Fall 2022. Meirosu.

Fall 2023. Staff.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <http://www.swarthmore.edu/german-studies>

## **Comparative Literature Courses**

### **CPLT 014. Intro to Comparative Literature**

How do we read comparatively across national literatures, languages, genres and media? This course will introduce major models of comparative analysis through a wide range of literary and cultural productions from diverse periods and regions of the world. This survey will enable us to highlight and assess various conceptions of the cultural functions of literature and of literary critical knowledge. This is an introductory level theory and analysis course, and all texts will be in English, though working with a few short originals in other languages will be possible and encouraged.

Pre-requisite: one course in literature (any language).

Humanities

1 credit.

Spring 2024. Gueydan-Turek.

Catalog chapter: *Comparative Literature*

Department website: <https://www.swarthmore.edu/comparative-literature>

### **CPLT 021. Performance in Early Modern Europe**

*(Cross-listed as DANC 021)*

*How do we define performance in early modern Europe? This course explores multi-genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre, Molière, Garrick, Goldoni, Sulzer, and others.*

*Taught in English. There is a .5 credit attachment for students reading in French.*

*A version of this course has been offered in the past as a First-Year Seminar, Dance 002, but this new version is open to any student, without any prerequisite. If you have taken Dance 002, you are not able to enroll in CPLT 021.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-paired*

*Fall 2022. Sabee.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

### **CPLT 021A. Performance in Early Modern Europe-Attachment**

*Humanities.*

*0.5 credit.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

### **CPLT 029. Sign Language Literature**

*(Cross-listed as LING 029)*

*We look at literature presented/performed in a sign language, comparing to spoken language literature with respect to: storytelling methods, definitions of rhyme, notions of closure, role of paralinguistic features, relationship of storyteller to audience, and role of stories in their communities. We examine linguistic creativity in storytelling, humor, poetry, and taboo language across modalities.*

*Prerequisite: No prerequisites.*

*Social sciences.*

*Writing.*

*1 credit.*

*Fall 2021. Napoli.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

### **CPLT 050. Literature and Music**

*(Cross-listed as LITR 020)*

*Literature and music have at some times been viewed as natural allies, and at others - in philosopher Peter Kivy's phrase - as "antithetical arts." This course approaches the rich relationship between music and literature from a variety of angles, including aesthetics, form, style and genre, reception, and adaptation. Case studies toward the end of the semester will explore the literary legacy of Richard Wagner's provocative music drama *Tristan and Isolde* as well as two very different adaptations of Tolstoy's *War and Peace*: an opera by Sergei Prokofiev and an electropop musical by Dave Malloy. No prior musical training is required, though students with score-reading ability may be given alternate assignments.*

*Humanities.*

*1 credit.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

### **CPLT 096. Senior Thesis**

*1 credit.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Catalog chapter: Comparative Literature*

*Department website: <http://www.swarthmore.edu/comparative-literature>*

## **CPLT 106. Classical Studies Capstone: Dante: Christianity and the Classical Tradition**

*(Cross-listed as CLST 106)*

*In the Divina Commedia, Dante adapts the Classical theme of the heroic journey to the Underworld to his task as a visionary poet and Christian prophet. We will read the Inferno, Purgatorio, and Paradiso in English translation, exploring its different levels of meaning and Dante's surprising reinterpretation of the ancient authors. We will reconstruct his world view in the broader context of Medieval culture: his thought on life, death, love, language, the visual arts, politics and history.*

*Humanities.*

*2 credits.*

*Eligible for MDST.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

## **CPLT 180. Senior Honors Thesis**

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Comparative Literature*

*Department website: <http://www.swarthmore.edu/comparative-literature>*

## **DANC 021. Performance in Early Modern Europe**

*( Cross-listed as CPLT 021 )*

How do we define performance in early modern Europe? This course explores multi-genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre, Molière, Garrick, Goldoni, Sulzer, and others.

A version of this course has been offered in the past as a First-Year Seminar, Dance 002. If you have taken Dance 002, you are not able to enroll in DANC 021.

*This course fulfills a requirement for Music or Dance majors and minors.*

*Open to all students.*

*Humanities.*

*1 credit.*

*Eligible for GLBL, CPLT, FRST*

*Fall 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: Music and Dance: Dance*

## **Arabic**

### **ARAB 095. Arabic Literature: Society and Scandal**

*Cross-listed as LITR 095A*

*Societal scandals and controversies surrounding Arabic literary works have arisen across the Middle East and North Africa throughout the 20th and 21st centuries. The free expression fostered in the literary field frequently confronts the realities of state censors and other forces in society, such as political ideologies or religious orthodoxies. In this course we aim to contextualize and study these scandals and controversies by closely*

analyzing the literary works at their source, as well as the debates and transgressive acts they elicited. From intentional omissions in translation, to debates surrounding the portrayal of homosexual characters, to assassination attempts on authors' lives, this course will focus on a number of important inflection points across the Middle East and North Africa in the 20th and 21st centuries. We will study works by authors from Morocco to Saudi Arabia, including Taha Hussein, Naguib Mahfouz, Mohamed Choukri, Nawal El Saadawi, Saud Alsanousi, Alaa Al Aswani, Rashid al-Daif, Rajaa al-Sanea, amongst others. This course will be conducted in English, using texts translated from Arabic.

*Prerequisite:* This course is open to all students, no prerequisites are required.

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Smith.*

*Fall 2023. Smith.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <https://www.swarthmore.edu/arabic>*

## Chinese

### **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.

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Fall 2021. Kong.*

*Fall 2022. Kong.*

*Fall 2023. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 027. Nature and the Non-Human in Classical Chinese Tales of the Strange**

*(Cross-listed as LITR 027CH)*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA, CPLT*

*Spring 2022. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 055. Contemporary Chinese Cinema: The New Waves (1984-2005)**

*(Cross-listed as LITR 055CH, FMST 055)*

*Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization. All films are English subtitled, and the class is conducted in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Fall 2021. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 091. Special Topics in English**

*(Cross-listed as LITR 091CH)*

*Special Topics*

*Fall 2022 Topic: Representing Colonial Taiwan: Public Space in Print*

*Fall 2023 Topic: Movement and Migration*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT, PEAC*

*Fall 2021. Li.*

*Fall 2022. Li.*

*Fall 2023. Li.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## Classics

### **CLST 022. Readings in Sanskrit**

*This is an intermediate level course for Sanskrit. Sanskrit is the transregional, transcultural language of erudition in Ancient and Premodern South Asia. Its historical importance cannot be overstated in terms of both linguistic and cultural impact. Its systematic linguistic codification gave birth to the field of linguistics today and its rich diversity of expression led to its use as the language par excellence for the development of a wide range of fields including philosophy, grammar, art, ritual, mythology, statecraft, warfare, amorous play, prosody, aesthetics, drama, and much more. This course will be an intensive reading course diving deeply into a variety of genres of Sanskrit to enable students to be able to read different styles of Sanskrit more comfortably. It will also include a spoken component to engage with the language more naturally and to enhance students' fluency and comfort with reading.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Spring 2022. Khanna.*

*Spring 2023. Khanna.*

*Spring 2024. Khanna.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **CLST 102. Capstone: Sanskrit and Greek Epic**

*Epic literature is integral to the cultures of ancient India and ancient Greece. This course will critically analyze selections of Sanskrit and Greek epics, comparing the two using a variety of criteria, including but not limited to themes, character development, morality, language, aesthetics, and ornamentation.*

*Humanities.*

*2 credits.*

*Eligible for ASIA, CPLT*

*Spring 2022. Khanna. Lefkowitz.*

*Catalog chapter: Classics*

*Department website: <https://www.swarthmore.edu/classics>*

### **GREK 012. Homer's Iliad**

*This course examines the literary, historical, and linguistic significance of Homer's Iliad. Selections from the poem are read in Greek and the entire poem is read in translation.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT.*

*Spring 2022. Munson.*

*Spring 2023. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **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.*

*Humanities.*

*Writing course.*

*2 credits.*

*Eligible for CPLT.*

*Spring 2022. Munson.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **LATN 011. Lyric, Pastoral, and Elegiac Poetry**

*This course is intended for students who have completed Intensive First Year Latin (Latin 001-002) or the equivalent in summer programs or high school. Readings will be drawn from such authors as Catullus, Horace, Vergil, Propertius and Ovid. Students will read selected modern criticism and will develop interpretative as well as linguistic skills.*

*Humanities.*

*1 credit.*

*Eligible for CPLT.*

*Fall 2023. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **LATN 030. Advanced Survey of Latin Poetry**

*The poems in this course will be chosen in consultation with participants. Depending on interest, texts to be read in Latin may include Catullus, "The Marriage of Peleus and Thetis" and "The Lock of Berenice"; Lucretius; Vergil, Eclogues or Georgics; Ovid, esp. *Ars Amatoria*; the *Pervigilium Veneris*; selections from the *Anthologia Latina*; selections from the *Carmina Burana* or other medieval texts. Students will read modern critical scholarship and write a number of critical essays. Students interested in this course should contact the instructor, preferably before the start of classes. This course is intended for students who have completed Intensive First Year Latin (Latin 001-002) or the equivalent in summer programs or high school.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT.*

*Fall 2021. Turpin.*

*Fall 2023. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **Dance**

### **DANC 021. Performance in Early Modern Europe**

*( Cross-listed as CPLT 021 )*

How do we define performance in early modern Europe? This course explores multi-genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre,

Molière, Garrick, Goldoni, Sulzer, and others.

A version of this course has been offered in the past as a First-Year Seminar, Dance 002. If you have taken Dance 002, you are not able to enroll in DANC 021.

*This course fulfills a requirement for Music or Dance majors and minors.*

*Open to all students.*

*Humanities.*

*1 credit.*

*Eligible for GBLB, CPLT, FRST*

*Fall 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: Music and Dance: Dance*

## Film and Media Studies

### **FMST 020. Critical Theories of Film and Media**

*Film critic André Bazin's famous question, "What is cinema?," gained new relevance with the advent of digital media. This course introduces classical film theory (theories of modernity and perception, montage, realism), contemporary film theory (theories of film language, ideology, the cinematic apparatus, and spectatorship), approaches that cut across media (authorship, genre, stardom, semiotics, narratology, feminism, production and reception studies, cognitivism), and theorizations of new media. Through readings and weekly screenings, we explore the significance of film and other media in shaping and expressing our identities and cultural experiences. Strongly recommended for FMST majors and minors.*

*Prerequisite: FMST 001.*

*Humanities.*

*1 credit.*

*Eligible for INTP, FMST, DGHU*

*Spring 2022. White.*

*Spring 2023. White.*

*Spring 2024. Rehak.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 052. Postwar France: French New Wave**

*(Cross-listed as FREN 073 & LITR 073F)*

*This course is an in-depth exploration of the development and evolution of the French New Wave in postwar France. We will concentrate on the history of the New Wave in France from the 1950s through the late 1960s by the close study of the styles of individual filmmakers, the "film movement" as perceived by critics, and the New Wave's contribution to modernizing France. The primary emphasis will be on the stylistic, socio-political, and cultural dimensions of the New Wave, and the filmmakers and critics most closely associated with the movement. Directors, who were once all film critics for the magazine Cahiers du Cinéma, will be studied along side other important filmmakers of the era.*

*Fulfills national cinema requirement for FMST.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Fall 2022. Yervasi.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 058. Film and Place: West African Filmmakers at Home and Abroad**

*Crosslisted with LITR 078F.*

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako*

(Mali/Mauritania), Jean-Marie Téo (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.

Humanities.

1 credit.

Eligible for BLST, GLBL-paired.

Fall 2021. Yervasi.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 090. Film and Media Studies Capstone**

This course begins by exploring a major paradigm or debate in the field and reviewing research methodology and production techniques. Students then undertake an individual or collaborative research or creative project (in some cases building upon work started in another class or independent study), meeting to workshop ideas and present works-in-progress. Research projects will incorporate multimedia presentation, and creative projects will be accompanied by written materials. The semester culminates in a panel/film exhibition.

Required for FMST senior majors and minors.

Humanities.

1 credit.

Eligible for FMST

Spring 2022. White.

Spring 2023. Rehak.

Spring 2024. Simon.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **French and Francophone Studies**

### **FREN 015. Advanced French II: La France et le monde francophone contemporain (W course)**

This course gives students the opportunity to further develop French language skills through the study of articles, essays, and images. Engage in reading, discussing, and writing about cultural and visual texts selected from ads, newspapers, literature, television shows, comic strips, videos, and film from France and the Francophone World. *Controverses* (textbook) will be used for learning in-depth the art of writing in French.

Particular attention will be paid to oral and written communication and cultural analysis. FREN 014 or placement required.

Humanities.

Writing Course.

1 credit.

Eligible for GLBL-Paired

Fall 2021. Yervasi.

Spring 2022. Robison.

Fall 2022. Robison.

Spring 2023. Yervasi.

Fall 2023. Gueydan-Turek.

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: French and Francophone Studies

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 018. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

(Cross-listed as LITR 018FJ, JPNS 018)

This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original. There is a 0.5 credit French Attachment for students reading in French (FREN 018A).



Humanities

1 credit.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://swarthmore.edu/french-francophone-studies>

### **FREN 050. Nature/Culture**

*This course will examine a collection of literary and cinematic works that explore the idea of a nature/culture dichotomy, calling into question both what it means to be human and what it means to be natural. Topics include: the interplay between human beings and their environment; animal studies/animal ethics; the idea of human nature (and its critics). Authors and directors include: Rousseau, Hugo, Zola, Maupassant, Vivien, Huysmans, Colette, Truffaut, Bresson, among others. Taught in French.*

*Prerequisite: FREN 015 or instructor permission.*

Humanities.

1 credit.

Fall 2021. Robison.

Spring 2024. Robison.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

### **FREN 045B. La France et le Maghreb**

*This course examines the relationship between France and the Maghreb, two cultural spaces that are simultaneously united and divided by their common violent colonial history. Through the study of novels, films, art work and theoretical texts, we will trace the evolution of this conflicted relationship from the 1950's to present times. We will focus, in particular, on the following topics: (post) colonialism and nationalism, diglossia and Francophonie, gendered representation, immigration and exile, transculturation and globalization.*

Humanities.

1 credit.

Eligible for ISLM, GBL- Paired

Spring 2022. Gueydan-Turek.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

## **German Studies**

### **GMST 091. Topics in German Studies II**

*Topic for Fall 2022: German Voices: Identity and Multilingualism in German Culture*

*In this advanced sixth semester course we will read contemporary literature and autobiographical prose from Germany, Austria, and Switzerland in order to learn about authors' relationship with language in general, and with the German language in particular. We will look at identity construction for bilingual and multilingual authors, as well as the ways in which writers grapple with finding language to express ideas of gender and dis/ability as they contest cultural barriers.*

*Prerequisite: GMST 008 or GMST 020.*

Humanities.

1 credit.

Eligible for CPLT

Fall 2021. Meirosu.

Fall 2022. Meirosu.

Fall 2023. Staff.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <http://www.swarthmore.edu/german-studies>

### **GMST 100. Topics in German Studies III**

*The GMST senior seminar focuses on interdisciplinary research done within German Studies and between German Studies and its adjacent disciplines (e.g. Art, Gender and Sexuality Studies, Film and Media Studies, History, Music, Philosophy, Political Science and Sociology). Since all work is done in German, GMST 90: Topics in GMST II or an equivalent course taken abroad is a requirement for the seminar. Topics change annually. Past topics have included: The Age of Goethe, German Romanticism, Wien und Berlin 1900, Uncomfortable Classics, German Media Culture.*

Spring '22 Topic: *Uncomfortable Classics - from Goethe to Grass*

*When reading texts long established in literary canons, whether national or "World Literature," the inherent conservatism of the selections often occludes their revolutionary socio-historical and aesthetic nature. In the context of their problematic content and reception, we will read texts from the late 18th century to the present. Authors include Goethe, Büchner, Hauptmann, Wedekind, Brecht, Grass, Keun, Özdamar.*

Spring '23 Topic: *Time and Narrating the Self*

Humanities.

2 credits.

Eligible for CPLT

Spring 2022. Werlen.

Spring 2023. Meirosu.

Spring 2024. Simon.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

## Japanese

### **JPNS 018. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

*(Cross-listed as LITR 018FJ, FREN 018)*

*This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 024. Japanese Film and Animation**

*(Cross-listed as LITR 024J, FMST 057)*

*This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.*

Humanities.

1 credit.

Eligible for ASIA, CPLT

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 073. Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature**

*Cross-listed with LITR 073J*

*This seminar-style course will challenge the myths of Japanese ethnic homogeneity and cultural isolation and will explore how modern "Japanese" literature crosses national and cultural borders. Topics to be examined include Japanese authors writing from abroad, colonial and postcolonial literatures, migration and writing in the Japanese diaspora, and the writings of ethnic minorities in Japan, including writers from Okinawa and*

Japan's resident Korean community. Readings and discussion will be in English but students with reading knowledge of Japanese will be encouraged to read works in the original.

Humanities.

1 credit.

Eligible for CPLT, ASIA, INTP, GLBL-paired.

Fall 2021. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

## Modern Languages and Literature

### 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).

Humanities.

Writing course.

1 credit.

Eligible for CPLT

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### LITR 017F. First-Year Seminar: Francophone Bande Dessinée and Graphic Novels

*Francophone Bande Dessinée and Graphic Novels*

*Bande dessinée and Graphic Novels of the Francophone World\** The bande dessinée, the Francophone analog to comics, has evolved alongside art and youth culture to become a locus for expressions of sociocultural and aesthetic changes, as well as antiestablishment discourses. In the context of political and societal issues at stake in the francophone world such as social class, cultural diversity, and gender representation, this course will connect canonical comics (such as Topffer, Asterix and Tintin) with more current cutting-edge art forms including la nouvelle Manga and experimental graphic novels from Rwanda, Lebanon and Iran. Conducted in English. Texts in Translation.

Humanities.

1 credit.

Eligible for FREN

Spring 2023. Robison.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### LITR 018FJ. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions

*(Cross-listed as JPNS 018, FREN 018)*

This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original. There is a 0.5 credit French Attachment for students reading in French (FREN 018A).

Humanities.

1 credit.

Eligible for GLBL-Paired

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **LITR 026R. Russian and East European Science Fiction**

*(Cross-listed as RUSS 026)*

*Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanislaw Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2023. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 070F. Literature and Science in the 18th-19th centuries**

*Humanities.*

*1 Credit.*

*Spring 2023. Robison.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

## **LITR 078F. Film and Place: West African Filmmakers at Home and Abroad**

*Crosslisted with FMST 058 .*

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Têno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for BLST, GLBL-paired*

*Fall 2021. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **Music**

## **Russian**

### **RUSS 015. First-Year Seminar: East European Prose in Translation**

*(Cross-listed as LITR 015R)*

*Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers to appreciate the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing, and discussion in English; students who are able may do some readings in the original languages.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST, CPLT*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 026. Russian and East European Science Fiction**

*(Cross-listed as LITR 026R)*

*Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanisław Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.*

*Humanities.*

*1 credit.*

*Eligible for CPLT, GBL- Paired*

*Spring 2023. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **Spanish**

### **SPAN 015. First Year Seminar: Introduction to Latinx Literature and Culture**

*(Cross-listed as LITR 015S, ENGL 009F, LALS 015)*

*This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.*

*Offered each fall. Taught in English.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for LALS, CPLT*

*Fall 2021. Díaz.*

*Fall 2022. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 022. Introducción a la literatura española**

*This course covers representative Spanish works from medieval times to the present. Works in all literary genres will be read to observe times of political and civic upheaval, of soaring ideologies and crushing defeats that depict the changing social, economic, and political conditions in Spain throughout the centuries. Each reading represents a particular literary period: middle ages, renaissance, baroque, neo-classicism, romanticism, realism, naturalism, surrealism, postmodernism, etc. Emphasis on literary analysis to introduce students to further work in Spanish literature.*

*This course has 2 sections: Section 1 on T/TH 8:30-9:45 and Section 2 on T/TH 9:55-11:10*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT*

*Spring 2022. Hernández.*

*Fall 2022. Hernández.*

*Fall 2023. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 023. Introducción a la literatura latinoamericana**

*This course introduces students to the richness of Latin American literature through the critical analysis of texts that represent many different moments in the complex history of an extraordinary region.*

*Special emphasis will be placed on the shifting relationships between aesthetics, politics, and social change.*

*Students will be able to compare and contrast how major writers (Quiroga, Borges, Rulfo, García Márquez, Fuentes, Neruda) as well as emerging ones confront one key question: "Who are we?" Students will analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; revolutionary processes; race and ethnicity; gender and sexuality.*

*This is an ideal course for those students who want to strengthen their oral and writing proficiency in Spanish. Especially recommended for those planning to study abroad.*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GBLB-Paired, ESCH, CPLT*

*Fall 2021. Hernández.*

*Spring 2023. Martínez.*

*Spring 2024. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 042. Borges: Aesthetics & Theory**

*(Cross-listed as LITR 042S)*

*Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.*

**Note:** *Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.*

*Taught in English.*

*Humanities.*

*1 credit.*

*Eligible for LALS, INTP, CPLT*

*Spring 2023. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 056. Don Quijote**

***Ciencia y tecnología en Don Quijote***

*Don Quijote states, "Chivalry is a science that comprehends in itself all or most of the sciences in the world." Elaborating on this idea, this course studies Cervantes' masterpiece through the lenses of science and technology. This approach explores the roles of multiple disciplines of knowledge in the creation of this novel as well as their influence on early modern thought. Our readings and writings will include disciplines such as medicine, physiology, botany, zoology, mathematics, astronomy, geography, printing, and robotics, among others. Through these areas of expertise, students will see the contemporaneity of the book and will take a look inside Cervantes' thinking when he wrote Don Quijote.*

*Taught in Spanish.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Hernández.*

Catalog chapter: Spanish  
Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 088. Pasados desgarradores: revolución y trauma en la literatura centroamericana**

*This course focuses on contemporary Central American literature. It begins with the revolutionary poetry, narrative of resistance, and testimonio that emerged out of the sociopolitical turmoil of the isthmus during the decades of war, revolutions, and genocide. We will then study the atmosphere of disenchantment during the postwar period and the aesthetic shift in representations of trauma, violence, and disaffection. We will study novels, short stories, poems, films, music, and read scholarly articles to understand the sociohistorical and literary context of the war and the postwar periods in Central America.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC, GLBL-Paired, CPLT*

*Fall 2022. Buiza.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 103. Trauma y derechos humanos en la literatura centroamericana**

*This seminar studies contemporary Central American literature and culture with a focus on theories of trauma to discuss cultural representations of human suffering, empathy, and pain.*

*The seminar explores the social disintegration and legacy of violence left by decades of civil wars, genocide, and revolution in the region, as well as theories of trauma, memory, affect, aesthetics, philosophical cynicism, and human rights. These theoretical approaches will help us reflect on the relation between literature and human rights; the sociopolitical upheavals and their cultural representations; and how cultural production engages with issues of peace and conflict in the neoliberal era. We will pay special attention to representations of social disaffection, political disillusionment, and survival in a postwar context shaped by socio-economic precarity. In addition to reading literary works by some of the main authors in the region—such as Horacio Castellanos Moya, Rodrigo Rey Rosa, and Claudia Hernández—we will analyze scholarly debates surrounding Central American literature, as well as watch films and performances that probe into the issues of ethics, historical truth, social justice, reconciliation, and the human predicament in a postwar society.*

*Humanities.*

*2 credits.*

*Eligible for LALS, PEAC, GLBL-Paired, CPLT*

*Spring 2022. Buiza.*

*Spring 2024. Buiza.*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 105. Federico García Lorca**

*We will examine the masterful literary production of this internationally known Spanish writer who speaks to the "outcasts." Lorca's work synthesizes traditional Spanish themes and values with contemporary European trends. The readings will cover different periods and genres of Lorca's literary production in works of poetry such as *Romancero Gitano* and *Poeta en Nueva York*, and dramatic works, including *Doña Rosita la soltera*, *Yerma*, *La casa de Bernarda Alba*, *Bodas de sangre*, and others.*

*Humanities.*

*2 credits.*

*Eligible for CPLT*

*Spring 2023. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **Computer Science**

### **Faculty**

**LISA MEEDEN, Professor**

**TIA NEWHALL, Professor**

**RICHARD WICENTOWSKI, Professor**  
**JOSHUA BRODY, Associate Professor<sup>2</sup>**  
**ANDREW DANNER, Associate Professor and Chair**  
**AMEET SONI, Associate Professor and Associate Provost<sup>4</sup>**  
**KEVIN WEBB, Associate Professor**  
**VASANTA CHAGANTI, Assistant Professor<sup>3</sup>**  
**LILA FONTES, Assistant Professor**  
**ZACHARY PALMER, Assistant Professor**  
**NEIL LUTZ, Visiting Assistant Professor**  
**BENJAMIN R. MITCHELL, Visiting Assistant Professor**  
**XIAODONG QU, Visiting Assistant Professor**  
**MICHAEL WEHAR, Visiting Assistant Professor**  
**SPENCER CAPLAN, Visiting Assistant Professor**  
**CHARLES KAZER, Lecturer**  
**LAURI COURTENAY, Academic Support Coordinator**  
**JEFFREY KNERR, System Administrator and Visiting Instructor**  
**KATHY REINERSMANN, Administrative Assistant**

<sup>2</sup> Absent on leave, Spring 2021.

<sup>3</sup> Absent on leave, 2021-2022.

<sup>4</sup> Absent on administrative leave, 2021-2022.

*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 curriculum 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.*

## The Academic Program

*The Computer Science Department offers course majors and minors and honors majors and minors. Students interested in any of these options are encouraged to meet with the chair of the Computer Science Department as early as possible in their college career. Students who are interested in a computer science major or minor are encouraged to take CPSC 021, CPSC 031 and CPSC 035 sometime in their first four semesters at Swarthmore. The minor in computer science is designed for students who desire a coherent introduction to the core topics in the field. Students completing the minor will possess intellectual skills that are useful in many disciplines.*

## First course recommendations

*CPSC 021. Introduction to Computer Science presents fundamental ideas in computer science while building skill in software development. No previous experience with computers is necessary. This course is appropriate for all students who want to write programs. It is the usual first course for computer science majors and minors. It is common for students with Advanced Placement credit or extensive programming experience to place out of this course.*

*CPSC 031. Introduction to Computer Systems assumes that the student has completed CPSC 021 or its equivalent. It is the best entry point for students intending to be Computer Science majors or minors who already have extensive computing experience.*

*CPSC 035. Data Structures and Algorithms assumes that the student has completed CPSC 021 or its equivalent. It is an appropriate entry point for students with extensive computing experience.*



Students who think they may qualify for CPSC 031 or CPSC 035 and have not taken CPSC 021 should take the placement exam and also contact the department placement coordinator about placement. Students or advisers who want more advice on placement in computer science courses should feel free to contact any computer science faculty.

## Interdisciplinary recommendations

The department recommends that students with an interest in computer science should consider using MATH 027. Linear Algebra and/or MATH 039. Discrete Mathematics with an Introduction to Proof to satisfy the math requirement for the major and minor. Statistics courses at the level of STAT 021 Statistical Methods II or above can also be used to satisfy the math requirement.

The Computer Science department offers five courses approved as cognitive science courses: CPSC 063. Artificial Intelligence, CPSC 065. Natural Language Processing, CPSC 066. Machine Learning, CPSC 068. Bioinformatics and CPSC 081. Adaptive Robotics. Students with an interest in Cognitive Science are encouraged to consider COGS 001. Introduction to Cognitive Science.

In addition to courses offered by computer science faculty, the department recommends that students with an interest in computer engineering consider courses offered by the Engineering department, including three courses that are cross-listed by the Computer Science department: CPSC 052. Principles of Computer Architecture, CPSC 072. Computer Vision and CPSC 082. Mobile Robotics.

## Course Major

The following are the requirements for a major in computer science:

1. Eight credits in computer science:
  - a. CPSC 021. (If exempted from CPSC 021 without AP credit, substitute one course from any Group listed below.)
  - b. CPSC 031 and CPSC 035.
  - c. One course from each of the following three groups:
    - i. Group 1: CPSC 041, CPSC 046 or CPSC 049.
    - ii. Group 2: CPSC 043, CPSC 044, CPSC 045, CPSC 075, CPSC 087, CPSC 088 or CPSC 089.
    - iii. Group 3: CPSC 040, CPSC 056, CPSC 063, CPSC 065, CPSC 066, CPSC 068, CPSC 071, CPSC 073 or CPSC 081.
  - d. Two CPSC courses numbered above CPSC 035 that are different than the choices in part (c) above. Excludes CPSC 181 and courses that earn less than 1 credit.
2. The senior comprehensive, CPSC 099.
3. Two credits in MATH at the level of MATH/STAT 027 or above. Discrete Math and Linear Algebra are recommended. Students may satisfy one of these requirements with STAT 021. Students who place out of one or both of these two credits should contact the Computer Science department chair. Note that CPSC 046 /MATH 046 may not be used to satisfy the Math requirement.

## Acceptance Criteria

To be eligible for a computer science major, a student must have at least a C+ average in the intermediate courses (CPSC 031 and CPSC 035). In addition, students must have at least a C in CPSC 031 and CPSC 035. Students who have not met this criterion may re-take CPSC 031 or CPSC 035 to obtain the necessary foundation for success in upper-level courses.

## Credit/No Credit Policy

Of the Computer Science credits required for the major, students may elect to take at most one (1) as credit/no credit. Required credit/no credit courses, such as those taken during your first semester, do not count towards the limit.

## Course Minor

The minor in computer science provides students with a well-rounded background in computer science sufficient to develop significant, creative applications and to keep up with the rapid changes in the field.

The following are the requirements for a minor in computer science:

1. Six credits in computer science:

- a. CPSC 021. (If exempted from CPSC 021 without AP credit, substitute one course from any Group listed below.)
  - b. CPSC 031 and CPSC 035.
  - c. Two upper-level courses drawn from two of the three groups (Group 1, Group 2, Group3). See the Course Major for the courses that qualify for each Group requirement.
  - d. One CPSC course numbered above CPSC 035 that is different from the choices in part (c) above. Excludes CPSC 181 courses that earn less than 1 credit.
2. One MATH course at the level of MATH/STAT 027 or above. Discrete Math is recommended. Students may satisfy this requirement with STAT 021. Students who place out of this credit should contact the Computer Science department chair. CPSC 046/MATH 046 may not be used to satisfy the Math requirement.

## Acceptance Criteria

*The requirements for acceptance into the minor are the same as for acceptance into the major.*

## Credit/No Credit Policy

*Of the Computer Science credits required for the minor, students may elect to take at most one (1) as credit/no credit. Required credit/no credit courses, such as those taken during your first semester, do not count towards this limit.*

## Honors Major

*An honors major in computer science must complete the regular course major requirements. The honors major includes three honors preparations: an honors thesis and two separate 2-credit honors preparations.*

*The following will be submitted to external examiners for evaluation:*

1. Two 2-credit preparations selected from combinations of upper-level courses listed under Approved Preparations. Each preparation will be examined by a 3-hour written examination and an oral examination. The exams will focus on a single course in each preparation (the focus course), with the second course (the breadth course) providing additional background in the general area of the focus course.

*The two 2-credit preparations must include at least 3 distinct courses. In certain circumstances, the Computer Science Department may be willing to consider other groupings of courses, seminars, or the inclusion of a specific Special Topics course (CPSC 091 ). These are approved on a case-by-case basis by the chair. Students are required to petition for approval by September 15 of their senior year.*

*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. An honors thesis to be read by an external examiner and examined in an oral examination. The thesis will report on a research experience involving the student under the supervision of a faculty member (at Swarthmore 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 one credit of work in the spring semester of the junior year or full-time summer work. Students will register for at least one credit of thesis work (CPSC 180) to complete the research and write the thesis in the fall of their senior year. The thesis must be paired with a one (1) credit upper level course related to the thesis topic. The course needs to be paired with the thesis for the purpose of meeting the two (2) credit honors requirement. It is recommended that the thesis be completed by the end of the fall semester. Credits earned in CPSC 180 do not count towards completion of the course major.

## Acceptance Criteria

*To be eligible for an Honors major in Computer Science, a student must meet the course major acceptance requirements. In addition, students must earn a B average in all courses that could be used to complete the course major, including cross-listed electives. In addition, students must earn a B average in the courses used to satisfy the Mathematics and Statistics requirements for the course major. A student previously accepted into the Honors Program but not maintaining this GPA in CPSC courses might be, by department decision, asked to withdraw from the Honors Program. Students not meeting the above criteria may appeal to the Department Chair for an exception.*

## Honors Minor

*An honors minor in computer science will consist of completion of the course minor and one 2-credit preparation.*

*The following will be submitted to external examiners for evaluation:*

*One 2-credit preparation to be selected from the combinations of courses listed under Approved Preparations. This 2-credit preparation will be examined by a 3-hour written examination and an oral examination. The exams will focus on a single course in each preparation (the **focus** course), with the second course (the **breadth** course) providing additional background in the general area of the focus course. In certain circumstances, the Computer Science Department may be willing to consider other groupings of courses, seminars, or the inclusion of a specific Special Topics course (CS91). These are approved on a case-by-case basis by the chair. Students are required to petition for approval by September 15 of their senior year.*

*If the required courses and preparations would not satisfy a course minor, additional computer science courses must be taken to meet course minor requirements. In all cases, the Computer Science Department must approve the student's plan of study.*

## Acceptance Criteria

*To be eligible for an Honors minor in Computer Science, a student must meet the course minor (or course major) acceptance requirements. In addition, students must earn a B average in all courses that could be used to complete the course minor/major, including cross-listed electives. In addition, students must earn a B average in the courses used to satisfy the Mathematics and Statistics requirements for the course minor/major. A student previously accepted into the Honors Program but not maintaining this GPA in CPSC courses might be, by department decision, asked to withdraw from the Honors Program. Students not meeting the above criteria may appeal to the Department Chair for an exception.*

## Approved Preparations for the Honors Major and Minor

*Honors majors must complete two 2-credit honors preparations and honors minors must complete one 2-credit honors preparation. Each preparation will contain one Focus course and one Breadth course selected the same set. For example, CPSC 043 and CPSC 044 is a valid course preparation pairing since both courses are in Set 2, but CPSC 041 and CPSC 044 is not a valid pairing. The Focus course for each preparation must be different, and the two preparations must be comprised of at least three distinct courses. Honors majors may choose both of their 2-credit preparations from the same set, or may choose one 2-credit preparation from one set and the other from a different set.*

*The following are the approved sets of course groupings. All courses may not be available to all students and will depend on the schedule of course offerings.*

- Set 0:
  - CPSC 041. Algorithms
  - CPSC 046. Theory of Computation
  - CPSC 049. The Probabilistic Method
- Set 1:
  - CPSC 063. Artificial Intelligence
  - CPSC 065. Natural Language Processing
  - CPSC 066. Machine Learning
  - CPSC 068. Bioinformatics
  - CPSC 081. Adaptive Robotics
- Set 2:
  - CPSC 043. Computer Networks
  - CPSC 044. Database Systems
  - CPSC 045. Operating Systems
  - CPSC 087. Parallel and Distributed Computing
  - CPSC 088. Security and Privacy
  - CPSC 089. Cloud Systems and Data Center Networks
- Set 3:
  - CPSC 073. Programming Languages
  - CPSC 075. Compilers
- Set 4:
  - CPSC 040. Computer Graphics

- CPSC 087. Parallel and Distributed Computing

## Senior Comprehensive

*CPSC 099. Senior Comprehensive is the comprehensive requirement for Computer Science course and honors majors. It provides an opportunity to delve more deeply into a particular topic in computer science, synthesizing material from previous courses. Information specific to each graduating class can be found on the department website.*

## Application Process and Acceptance Criteria for Majors/Minors

*In addition to the process described by the Dean's Office and the Registrar's Office for how to apply for a major, students should complete a departmental form, found on the departmental website, outlining how they intend to fulfill the requirements for their intended major, minor, honors major or honors minor. Successful completion of at least two Computer Science courses, including CPSC 031 or CPSC 035, is ordinarily required to be admitted as a Computer Science major or minor. Students who are deferred from the major or minor will be re-evaluated upon completion of additional Computer Science courses.*

## Advanced Placement

*Students who receive a 4 or 5 on the Computer Science Advanced Placement exam will be awarded one (1) credit upon successful completion of a Computer Science course taken at Swarthmore. Upon completion of a CS course at Swarthmore, students must notify the department in order to receive AP credit. Students who are placed out of CPSC 021 with AP credit need to take only seven (7) additional courses in computer science to complete the major, and five (5) additional courses in computer science to complete the minor.*

*Students should consult with any Computer Science faculty member about placement out of courses in the introductory sequence.*

## Computer Science Placement

*The computer science placement exam is required for all students who think that they may place out of the introductory computer science course (CPSC 021). Students who want to start with CPSC 021 do not need to take the placement exam. Students who think they may place out of both CPSC 021 and CPSC 035 should take the placement exam and also contact the department placement coordinator about their placement.*

*Incoming first year students should take the placement exam during fall orientation week. Students who do not take it during orientation can contact the CS departmental office to schedule a time to take the exam. Students who do not take CPSC 021 must take the placement exam before registering for CPSC 031 or CPSC 035. For more information see: <https://www.swarthmore.edu/computer-science/computer-science-placement-exam>*

## Off-Campus Study

*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 Computer Science Department should preapprove all courses of study abroad in advance of the student's departure. The department will credit appropriate courses based on sufficient evidence of work completed presented by the student upon returning to Swarthmore.*

## Life After Swarthmore

### Graduate School

*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.

## Computer Science Courses

A grade of C or better is required in order to fulfill any CPSC prerequisite listed below.

### CPSC 015. First-Year Seminar: Ethics and Technology

*(Cross-listed as PHIL 007)*

*Natural science and engineering.*

*1 credit.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### CPSC 021. Introduction to Computer Science

*This course presents fundamental ideas in computer science while building skills in software development. Students implement algorithms as programs in a high-level programming language. Introducing object-oriented programming and data structures allows students to construct correct, understandable, and efficient algorithms. CPSC 031 and CPSC 035 present a deeper coverage of these topics. 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.*

*Natural sciences and engineering practicum.*

*Lab work required, programming intensive.*

*1 credit.*

*Eligible for DGHU*

*Fall 2021. Webb, Brody, Qu*

*Spring 2022. Danner, Newhall, Mitchell*

*Fall 2022. Staff*

*Spring 2023. Staff*

*Fall 2023. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### CPSC 031. Introduction to Computer Systems

*This course is a broad introduction to computer science that focuses on how a computer works and how programs run on computers. We examine the hardware and software components required to go from a program expressed in a high-level programming language like C or Python to the computer actually running the program. This course takes a bottom-up approach to discovering how a computer works. Topics include theoretical models of computation, data representation, machine organization, assembly and machine code, memory, I/O, the stack, the operating system, compilers and interpreters, processes and threads, and synchronization. This course also introduces parallel and distributed computing with a specific focus on shared memory parallelism for multicore and SMP systems.*

*Prerequisite: CPSC 021 or equivalent.*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Fall 2021. Danner, Wicentowski*

*Spring 2022. Wicentowski*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### 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 C++, advanced data structures (trees, priority queues, hash tables, graphs, etc.) and algorithms, and software design and verification. Students will be expected to complete several programming projects illustrating the concepts presented.*

*Prerequisite: CPSC 021 or equivalent. Discrete Mathematics is recommended.*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Fall 2021. Meeden, Caplan.*

*Spring 2022. Wehar.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 040. Computer Graphics**

*(Cross-listed as ENGR 026)*

*Computer graphics focuses on the creation and manipulation of digital imagery. We cover the modeling, rendering, and animating of geometric object in two (2D) and three (3D) dimensions. Topics include drawing algorithms for 2D geometric primitives (points, lines, polygons), geometric matrix transformations, projective geometry, geometric object representations, hidden surface removal, hierarchical modeling, shading, lighting, shadows, ray-tracing, procedural (non-geometric) modeling, texture mapping, and animation. Labs will explore various tools for rendering graphics, including pixel buffers, OpenGL, shading languages, and general purpose GPU computing.*

*Group 3 course.*

*Prerequisite: CPSC 031, CPSC 035 and Linear Algebra required or permission of the instructor.*

*Corequisite: (Linear Algebra may be taken concurrently.)*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Eligible for DGHU*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **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 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.*

*Group 1 course.*

*Prerequisite: CPSC 035 required. Mathematics background at the level of Linear Algebra or higher is required (may be taken concurrently).*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

*Eligible for DGHU*

*Fall 2021. Fontes.*

*Fall 2022. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 043. Computer Networks**

*This course covers the design, implementation and applications of computer networks, primarily focused on the protocols that enable the Internet and network applications. Additionally, this course will cover network security, such as viruses, worms, and botnets. Topics will include: data communication theory; packet-switched routing; the Internet and its protocols; socket and network application programming; overlays and P2P networks; and network security.*

*Group 2 course.*

*Prerequisite: CPSC 031 and CPSC 035*  
*Natural science and engineering.*  
*Lab work required.*  
*1 credit.*  
*Spring 2022. Webb.*  
*Catalog chapter: Computer Science*  
*Department website: <https://www.swarthmore.edu/computer-science>*

## **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.*  
*Group 2 course.*  
*Prerequisite: CPSC 031 and CPSC 035*  
*Natural science and engineering.*  
*Lab work required.*  
*1 credit.*  
*Catalog chapter: Computer Science*  
*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 045. Operating Systems**

*(Cross-listed as ENGR 022)*  
*This course is an introduction to the theory, design, and implementation of operating systems. An operating system is the software layer between user programs and the computer hardware. It provides abstractions of the underlying hardware that are easier to program, and it manages the machine's resources. The following topics will be covered: processes (including synchronization, communication, and scheduling); memory (main memory allocation strategies, virtual memory, and page replacement policies); file systems (including naming and implementation issues); I/O (including devices, drivers, disks, and disk scheduling); and security.*  
*Group 2 course.*  
*Prerequisite: CPSC 031 and CPSC 035*  
*Natural sciences and engineering practicum.*  
*Lab work required.*  
*1 credit.*  
*Catalog chapter: Computer Science*  
*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 046. Theory of Computation**

*(Cross-listed as MATH 046)*  
*This study of various models of computation leads to a characterization of the kinds of problems that can and cannot be solved by a computer. Solvable problems will be classified with respect to their degree of difficulty. Topics to be covered include formal languages and finite state devices; Turing machines; and other models of computation, computability, and complexity.*  
*Group 1 course.*  
*Prerequisite: CPSC 035 and Mathematics background at the level of Linear Algebra or higher (may be taken concurrently)*  
*Natural science and engineering.*  
*Lab work required.*  
*1 credit.*  
*Spring 2022. Fontes.*  
*Fall 2022. Staff.*  
*Fall 2023. Brody.*  
*Catalog chapter: Computer Science*  
*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 049. The Probabilistic Method**

*(Cross-listed as MATH 059 )*

*In mathematics and theoretical computer science, we often consider classes of objects (say graphs, circuits or matrices) and we'd like to know if there are objects that have certain nice properties. One way to show these nice objects exist is to look at a random object, and show it has the nice property with nonzero probability. If this is true, there must be some object with this nice property. This is the Probabilistic Method in a nutshell. It has become an essential tool for understanding structure of lots and lots of things in theoretical computer science and combinatorics, even in problems and applications which involve no randomness at all.*

*This class will start from the ground up, first introducing discrete probability theory, then covering the probabilistic method in detail: how it works, extensions, and most of all lots of applications. We'll also spend a few weeks discussing NP-Completeness and randomized algorithms. Group 1 course.*

*Prerequisite: CPSC 035 and MATH 039, or permission of the instructor.*

*Natural sciences and engineering.*

*Lab work required*

*1 credit.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 052. Principles of Computer Architecture**

*(Cross-listed as ENGR 025)*

*Natural sciences and engineering practicum.*

*1 credit.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 056. Computer Animation**

*The goal of this course is to give students a foundation for programming animated and interactive graphics. In particular, we will "look under the hood" at the algorithms used by game engines and modeling tools to create authorable, interactive characters and special effects. Labs will give students hands on experience implementing algorithms in C++ as well as opportunities to derive their own unique animations. Topics will include mathematical foundations (coordinate systems, transformations, quaternions), interpolation techniques, keyframing, motion capture and procedural animation, and physically-based systems.*

*Group 3 course.*

*Prerequisite: CPSC 031 , CPSC 035 , MATH 015 (or have placed into MATH 025)*

*Lab work required.*

*1 credit*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 063. Artificial Intelligence**

*Artificial intelligence (AI) can be defined as the branch of computer science that is concerned with the automation of intelligent behavior.*

*Intelligent behavior encompasses a wide range of abilities; as a result, AI has become a very broad field that includes game playing, automated reasoning, expert systems, natural language processing, modeling human performance (cognitive science), planning, and robotics. This course will focus on a subset of these topics and specifically on machine learning, which is concerned with the problem of how to create programs that automatically improve with experience. Machine learning approaches studied typically include neural networks, decision trees, genetic algorithms, and reinforcement techniques.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural sciences and engineering practicum.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Meeden.*

*Fall 2022. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 065. Natural Language Processing**



*(Cross-listed as LING 020)*

*This course is an introduction to the fundamental concepts in natural language processing, the study of human language from a computational perspective. The focus will be on creating statistical algorithms used in the analysis and production of language. Topics to be covered include parsing, morphological analysis, text classification, speech recognition, and machine translation. No prior linguistics experience is necessary. Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Caplan.*

*Fall 2022. Staff.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 066. Machine Learning**

*This course will introduce algorithms and frameworks that train computers to learn from data in order to better complete specific tasks. The first part of the course will focus on the task of making predictions (supervised learning). The course will then cover other areas of the field including structured learning, unsupervised learning, and semi-supervised learning, among others. The course will also develop general machine learning methodologies; frameworks for analyzing and validating algorithms and theoretical foundations.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Wehar, Michael*

*Fall 2023. Soni, Mitchell*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 068. Bioinformatics**

*(Cross-listed as BIOL 068)*

*This course is an introduction to the fields of bioinformatics and computational biology, with a central focus on algorithms and their application to a diverse set of computational problems in molecular biology. Computational themes will include dynamic programming, greedy algorithms, supervised learning and classification, data clustering, trees, graphical models, data management, and structured data representation.*

*Applications will include genetic sequence analysis, pair wise-sequence alignment, phylogenetic trees, motif finding, gene-expression analysis, and protein-structure prediction. No prior biology experience is necessary.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 071. Software Engineering**

*Software engineering is the application of systematic, measurable, and disciplined approach to the creation of computer programs. In this course, students will learn how to plan, organize, and maintain large software projects. Topics include software development methodologies, design principles, collaboration techniques, the use of modern libraries and frameworks, quality assurance, and timeline management.*

*Group 3 course.*

*Prerequisite: CPSC 035*

*Natural science and engineering.*

*Lab work required.*

*1 credit.*

Fall 2021. Wehar  
Fall 2023. Wehar.  
Catalog chapter: Computer Science  
Department website: <https://www.swarthmore.edu/computer-science>

## **CPSC 072. Computer Vision**

(Cross-listed as ENGR 027)  
Natural sciences and engineering practicum.  
1 credit.  
Eligible for COGS  
Catalog chapter: Computer Science  
Department website: <https://www.swarthmore.edu/computer-science>

## **CPSC 073. Programming Languages**

This course presents a collection of features central to programming languages' design and implementation. Core topics include identifiers and scope, higher-order functions, types and type checking, state and mutation, objects, and memory management. The course explores these concepts through the implementation of interpreters and other programs that manipulate programs, and through exercises that explore choices in the space of programming language design.  
Group 3 Course  
Prerequisite: CPSC 035  
Group 3 course.  
Lab work required, programming intensive  
Fall 2021. Palmer.  
Department website: <https://www.swarthmore.edu/computer-science>

## **CPSC 075. Compilers**

(Cross-listed as ENGR 023)  
This course explores the conversion of programs from source code to executable forms. Topics covered include lexical analysis, formal grammars and parsing, runtime representation decisions, code transformation and generation, and static optimization techniques.  
Group 2 course.  
Prerequisite: CPSC 031 and CPSC 035  
Natural sciences and engineering.  
Lab work required.  
1 credit.  
Spring 2022. Palmer.  
Fall 2023. Palmer.  
Catalog chapter: Computer Science  
Department website: <https://www.swarthmore.edu/computer-science>

## **CPSC 081. Adaptive Robotics**

This seminar addresses the problem of controlling robots that will operate in dynamic, unpredictable environments. In laboratory sessions, students will work in groups to program robots to perform a variety of tasks such as navigation to a goal, obstacle avoidance, and vision-based tracking. In discussion sessions, students will examine the major paradigms of robot control through readings from the primary literature with an emphasis on adaptive approaches.  
Group 3 course.  
Prerequisite: CPSC 035. Recommended: CPSC 063  
Natural sciences and engineering practicum.  
Lab work required.  
1 credit.  
Eligible for COGS  
Catalog chapter: Computer Science  
Department website: <https://www.swarthmore.edu/computer-science>

## **CPSC 082. Mobile Robotics**

*(Cross-listed as ENGR 028)*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 087. Parallel and Distributed Computing**

*This course covers a broad range of topics related to parallel and distributed computing, including parallel and distributed architectures and systems, parallel and distributed programming paradigms, parallel algorithms, and scientific and other applications of parallel and distributed computing. In lecture/discussion sections, students examine both classic results as well as recent research in the field. The lab portion of the course includes programming projects using different programming paradigms, and students will have the opportunity to examine one course topic in depth through an open-ended project of their own choosing. Course topics may include: multi-core, SMP, MPP, client-server, clusters, clouds, grids, peer-to-peer systems, GPU computing, scheduling, scalability, resource discovery and allocation, fault tolerance, security, parallel I/O, sockets, threads, message passing, MPI, RPC, distributed shared memory, data parallel languages, MapReduce, parallel debugging, and parallel and distributed applications.*

*Group 2 course.*

*Prerequisite: CPSC 031 and CPSC 035, and at least one course numbered above CPSC35 (or permission of the instructor) are required.*

*Natural science and engineering.*

*Writing course.*

*Lab work required.*

*1 credit.*

*Fall 2021. Newhall.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

## **CPSC 088. Security and Privacy**

*This course will cover the breadth of security and privacy topics in Computer Systems including software system security, applied cryptography, denial-of-service, and privacy-preserving mechanisms. This course will also include applied aspects of security and privacy including public policy and legal frameworks of censorship and anonymity. Course topics may include: Buffer overflows and defences, cryptography, symmetric encryption, hash functions, web security, certificates, authentication, denial of service attacks, internet crime - ransomware, botnets, and spam, privacy preserving mechanisms, and internet censorship.*

*Group 2 Course.*

*Prerequisite: CPSC 031 and CPSC035.*

*At least one upper-level course is recommended.*

*Natural Science and Engineering*

*Laboratory work required.*

*1 credit*

*Fall 2022. Chaganti.*

## **CPSC 089. Cloud Systems and Data Center Networks**

*On the Internet today, popular services like Google, Facebook, and many others are too large to be hosted by just a few servers. Instead, service providers "scale out" across a coordinated set of hundreds to thousands of machines. Such clusters yield an interesting operating environment, the data center, in which a single administrative entity owns a network at the scale that resembles the Internet. To meet customer demands, administrators often face stringent inter-machine coordination constraints. In this course, we'll examine the current state of the art in providing cloud-based services, including many interesting problems in distributed systems, networking, failure recovery, and OS virtualization.*

*Group 2 course.*

*Prerequisite: CPSC 031 and CPSC 035*

*Lab work required.*

*1 credit.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 091.1. Special Topics: Algorithmic Game Theory**

*How much of traffic congestion is due to drivers behaving selfishly? How can an auction be set up to allocate goods most efficiently? This course will take an algorithmic approach to designing and analyzing strategic environments, where autonomous and self-interested people (or computers) interact. Topics will include best-response dynamics, routing games, the price of anarchy, regret-minimizing algorithms, truthful mechanisms, and combinatorial auctions.*

*Prerequisite: CPSC035 required. Mathematics background at the level of Linear Algebra or higher is required.*

*Natural science.*

*Lab work required.*

*1 credit.*

*Spring 2022. Lutz.*

*Catalog chapter: Computer Science*

*Department website: <http://www.swarthmore.edu/computer-science>*

### **CPSC 091.3. Special Topics: Machine Learning and Brain-Computer Interfaces**

*This course will introduce machine learning and deep learning algorithms and their implementation in Brain-Computer Interfaces research. This course will focus on a subset of topics including: classification, clustering, dimensionality reduction, transfer learning, regression, and time series analysis. This is a project-oriented course intended to walk through the steps needed to conduct publishable research as an undergraduate researcher.*

*The related research methods and frameworks will be demonstrated as a research project targeting CS conferences.*

*Prerequisite: CPSC035*

*Natural Sciences.*

*Lab work required.*

*1 credit.*

*Spring 2022. Qu.*

*Catalog chapter: Computer Science*

*Department website: <http://www.swarthmore.edu/computer-science>*

### **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.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 099. Senior Comprehensive**

*For the culminating senior capstone experience, students will create a poster based on a project from either a course taken in the Computer Science Department at Swarthmore or from a summer research project with a Swarthmore CS faculty member. Seniors will present their work at a poster session to be held late in the Fall semester of their senior year. The Chair will send out information at the start of the Fall semester detailing the scheduling of the poster session and other relevant dates.*

*This course must be satisfactorily completed in order to complete the major.*

*0 credit.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 180. Senior Honor Thesis**

*For Computer Science Honors Majors only.*

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

### **CPSC 199. Senior Thesis**

*Catalog chapter: Computer Science*

*Department website: <https://www.swarthmore.edu/computer-science>*

# Economics

## Faculty

**AMANDA BAYER, Professor and Chair**  
**SYON BHANOT, Associate Professor**  
**ERIN TODD BRONCHETTI, Associate Professor**  
**JOHN P. CASKEY, Professor<sup>3</sup>**  
**DAIFENG HE, Associate Professor**  
**PHILIP N. JEFFERSON, Professor<sup>3</sup>**  
**MARK KUPERBERG, Professor**  
**ELLEN B. MAGENHEIM, Professor<sup>2</sup>**  
**STEPHEN A. O'CONNELL, Professor**  
**JENNIFER PECK, Assistant Professor**  
**MARC REMER, Associate Professor**  
**TAO WANG, Assistant Professor<sup>2</sup>**  
**KARA DIMITRUK, Visiting Assistant Professor**  
**JOSEPH HARGADON, Visiting Professor (part-time)**  
**MARIA OLIVERO, Visiting Associate Professor**  
**MEGAN SALLADINO, Administrative Assistant**

<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, 2021-2022.

## The Academic Program

*The economics curriculum is structured so that students achieve the following goals:*

1. *Learn and apply models and tools for analyzing economic processes, decisions, and institutions;*
2. *Analyze and evaluate public policy; and*
3. *Think critically about the outcomes of public and private economic institutions and systems domestically and globally.*

*The Economics Department offers a course major, honors major, and honors minor. A course minor is not offered.*

## Major

### Requirements

*ECON 001 or its equivalent is a prerequisite for all other work in the department, with the exception of first-year seminars and ECON 003. 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. The statistics requirement is typically satisfied by taking ECON 031. It can alternatively be satisfied, however, by taking ECON 035 (which accepts STAT 021 as an alternative prerequisite to ECON 031), by taking STAT 111, or by taking STAT 061 in combination with either STAT 011 or STAT 021. STAT 011 and STAT 021 alone are not sufficient.*

*In order to read the literature in economics critically, a knowledge of elementary calculus is extremely useful. Students need to take MATH 015 (or receive MATH 015 credit or placement out of MATH 015 from the Mathematics Department) prior to taking ECON 011 or ECON 021. Since ECON 011 and ECON 021 are required for the economics major, MATH 015 is a requirement for the major. Students can take ECON 001, ECON 031, and other courses that do not have ECON 011 or ECON 021 as a prerequisite before they meet the MATH 015 requirement. Students can find further information regarding math placement and credit at: <https://www.swarthmore.edu/mathematics-statistics>.*

*In addition, the department very strongly recommends that students take either MATH 025 or 026 (Basic Calculus). MATH 027 (Linear Algebra), MATH 034 (Several Variable Calculus), and MATH 044 (Differential Equations) are valuable for those intending to focus on the more technical aspects of economics. Students planning to attend graduate school in economics should give serious thought to taking additional mathematics courses, including MATH 063 (Introduction to Real Analysis). The Economics major carries the US Department of Education Classification of Instructional Programs (CIP) code 45.0601 and is not STEM-OPT eligible.*

## Course Major

***To graduate as a course major, a student must:***

1. *Have at least eight credits in economics.*
2. *Meet the theory, math, and statistics requirements.*  
*Note: Course students should take these courses before the second semester of their senior year to be prepared for the comprehensive examination. Note also that some seminars and courses have ECON 011, 021, and/or 031 as prerequisites.*
3. *In the senior year, pass the comprehensive examination given early in the spring semester.*

## Comprehensive Examination

*Course majors must pass the Comprehensive Examination which is given in January or February of each year and covers the theory and statistics requirements. Students must take the comprehensive exam at Swarthmore College. All students are required to will take the examination in their senior year with the only exception of, students who are graduating early; those students can take the comprehensive exam in the spring semester prior to their final semester at Swarthmore.*

## Acceptance Criteria: The Course Program

*Except for students who have been granted advanced standing, applicants should have:*

1. *Completed at least two economics courses at Swarthmore.*
2. *Have an overall grade average of C or better.*
3. *Have a grade of B or better in at least one economics course taken at Swarthmore.*
4. *Should not have any D's or NC's in any economics course. These conditions include the grade equivalent(s) for any course(s) taken Credit/No Credit. [Note: Regarding the "grade of B or better" requirement, a B in a course taken elsewhere may not suffice. Students who expect to satisfy the requirement with course work done at other schools should consult the chair about grade equivalencies ahead of time. For example, an A- is typically required in the case of a course taken in summer school.]*

*Students have one year from the date of their application to satisfy these requirements. Failure to do so within one year will mean rejection.*

*Students who wish to apply for a double major must submit a copy of their Sophomore Plan to both departments.*

## Honors Major

*Typically, a student who wants to major in the Honors Program first applies for the program through the Sophomore Plan. In the Sophomore Plan, the student should indicate the intention to apply for the Honors Program and should list all preparations that the student plans to take as part of that program. The student would usually take at least one preparation in the junior year. Approval of a student's Honors Program must be granted by the department.*

## The Honors Exam for Majors and Preparations

*Honors majors in economics must complete 3 preparations. All preparations in economics consist of 2 credits. Most preparations involve taking a 2 credit seminar, but some preparations may combine a course and a 1 credit seminar. A complete list of preparations, with their prerequisites, appears below.*

## Culminating Exercise

*External examiners will determine a student's Honors performance in an individual preparation based on a 3 hour written exam, an oral exam, and if applicable, a seminar paper. (Honors majors do not take the comprehensive exam given to course majors.)*

## Acceptance Criteria: The Honors Program

*Applicants for an honors major should have satisfied all of the requirements for acceptance as an economics course major and, in addition, should have a straight B or better grade average in economics courses. This condition includes the grade equivalent(s) for any course(s) taken Credit/No Credit.*

## Honors Minor

### Requirements

*Honors minors in Economics take one two-credit preparation and are required to complete at least four total credits in Economics at Swarthmore.*

### Culminating Exercise

*External examiners will determine a student's honors performance in an individual preparation based on a 3 hour written exam, an oral exam, and if applicable, a seminar paper. (Honors minors do not take the comprehensive exam given to course majors.)*

## Acceptance Criteria: The Honors Minor

*Applicants for an honors minor should have satisfied all of the requirements for acceptance as an economics course major and, in addition, should have a straight B or better grade average in economics courses. This condition includes the grade equivalent(s) for any course(s) taken Credit/No Credit.*

## Application Process Notes for the Major

*Normally, any student planning to major in economics, whether in the Course or Honors Program, applies for the major by submitting a Sophomore Plan in the spring of the Sophomore year. (Except for students who have been granted advanced standing, applicants should have completed at least two economics courses at Swarthmore.) A student who will be away that semester should submit the paper before leaving at the end of the fall semester. In the Sophomore Plan, students should state their reasons for wanting to major in economics along with any associated considerations, and they should indicate the courses and seminars essential to their plan of study. Through the paper, students are preregistered for seminars offered over the following two years; thus, students are strongly urged to select their seminars carefully. Moreover, if a student decides to change seminars, the department's program coordinator should be informed as soon as possible, since entry into oversubscribed seminars is first-come, first-served, with students in the Honors Program having absolute priority.*

## Honors Preparations

*ECON 101: Advanced Microeconomics (2 credits)*

*ECON 102: Advanced Macroeconomics (2 credits)*

*ECON 122: Financial Economics (2 credits)*

*ECON 135: Advanced Econometrics (1 credit) and ECON 035: Econometrics (1 credit)*

*ECON 141: Public Economics (2 credits)*

*ECON 151: International Economics (2 credits)*

*ECON 155: Behavioral and Experimental Economics (2 credits)*

*ECON 162: Antitrust and Market Regulation (2 credits)*

*ECON 175: Health Economics (2 credits)*

*ECON 176: Environmental Economics (2 credits)*

*ECON 181: Economic Development (2 credits)*

## Interdisciplinary Majors and Minors including Economics

*Certain economics courses can be counted toward programs in Black Studies, Asian Studies, Environmental studies, Latin American and Latino Studies, Peace and Conflict Studies, and Gender and Sexuality Studies.*

## Advanced Placement/International Baccalaureate Credit

***Economics before Swarthmore:*** *The Economics Department offers a one-semester Introduction to Economics course (ECON 001) that is the prerequisite for all further study in economics.*

*The department does not give credit for work done in economics in secondary schools and it does not give credit for Advanced Placement exams. All students planning to study economics are required to begin with ECON 001 unless granted a waiver by the department. To receive a waiver, students must have a score of 5 on both the Microeconomics and Macroeconomics AP exams (or a 6 or 7 on the Economics Higher Level Exam of the International Baccalaureate, or an A on the British A Levels). This waiver does not count as a course credit. Students who receive the waiver cannot enroll in ECON 011 or 021 before taking at least one other economics course.*

*Work done at a college or university while attending secondary school is eligible for credit subject to the chairperson's normal discretion in giving credit for such work, but only if the work is credited on an official college or university transcript. With respect to satisfying the prerequisite requirements for other economics courses: either semester of a two-semester introductory course alone counts as the equivalent of ECON 001 but if only one of two introductory semesters is taken, the material covered in the other half must be accessed by auditing (subject to the instructor's approval) the relevant parts of ECON 001 or by taking the appropriate intermediate theory course (ECON 011 or ECON 021).*

## Transfer Credit

***Transferring economics credits:*** *Students must receive pre-approval from the department chair for any economics or business course taken for Swarthmore credit outside of the Tri-Co system. The theory and statistics requirements for the economics major may be satisfied by equivalent off-campus courses if those courses deliver a full Swarthmore credit. The department does not top off credits earned off campus. Problems transferring credit typically arise in connection with off-campus courses that are labeled as economics though they are in fact courses in law, history, or political science; the department does not accept such courses for economics credit. It is usually sufficient for partial credit transfer that the course be taught by a qualified economist and be largely analytical in content, as are nearly all courses in economics departments in American colleges and universities.*

*Once an off-campus course has been completed, students must formally request the chair's approval of transfer credit, unless the course was designated for auto-credit at the pre-approval stage. For foreign-study and other off-campus semester programs, requests for pre-approval and transfer credit are submitted to the chair via the Off-Campus Study office's online portal. For term-time and summer courses, such requests should be submitted by email directly to the department chair. Pre-approval requires a full course description, including information on the institution and the number of transfer credits. Except when auto-credit has been designated, approval of transfer credit requires extensive evidence - a syllabus, exams, papers - on the content of the course. Requests for transfer credit outside of the off-campus study system should be accompanied by a completed economics department Validation of Transfer Credit form*

***Transferring credit for introductory economics:*** *Subject to the chair's approval, students may transfer credit for introductory economics taken at other colleges or universities whether as a one- or a two-semester introductory course. A student may be granted credit for taking a one-semester introductory course in either microeconomics or macroeconomics, but will be advised in such cases to audit the other part of the introductory material at Swarthmore before taking higher-level economics courses. To transfer credit for introductory economics, students should submit all relevant course materials to the chair along with a completed copy of the economics department's Validation of Transfer Credit form.*

***Transferring credits for business courses:*** *Students are advised to consult the department chair before taking a course in business outside of the Tri-Co system. Such courses require pre-approval and, unless designated for auto-credit at the pre-approval stage, they require final transfer credit approval as well. One course in financial accounting may be transferred for credit towards the economics major, if the student has not taken Financial Accounting in the Tri-Co system. All other business courses are designated as business electives. Business-elective credits may be counted towards the 32 credits required for graduation, but they do not count towards an economics major. A student can receive no more than two business-elective credits in total. No credit is given for night school classes at Wharton. Students can receive business-elective credit, but not economics credit, for courses in finance taken outside of the Tri-Co system. No credit will be granted for courses whose content substantially reproduces the content of finance courses the student has taken in the Tri-Co system.*



## Teacher Certification

Please refer to the Educational Studies section of the Bulletin.

## Additional Matters

**Recommended course sequence:** Take ECON 001 in the first year. Take ECON 011, 021, and 031 in the sophomore and junior years and certainly before the beginning of the senior year. For students contemplating graduate study in economics, take one or more of: ECON 101, ECON 102, and ECON 135, as well as the Mathematics and Statistics courses discussed at the beginning of this document.

**Ranking for entry into seminars:** Entry into oversubscribed seminars is first-come, first-served for students in the **Honors Program**, with priority given to seniors, then to juniors. Any places remaining are allocated on the basis of first-come, first-served for students in the Course Program.

**Double major in Economics and Engineering:** Double majors may count Operations Research (cross-listed as ECON 032 and ENGR 057) for both majors. It will appear as ENGR 057 on the student's transcript if it is taken to satisfy engineering or both requirements.

**Semester or year away:** The Economics Department will facilitate study abroad or elsewhere in the United States. Correspondingly, it has designed a major that can, without difficulty, be completed in no more than four semesters. Moreover, the department is quite liberal in approving transfer credits for courses offered by economics departments elsewhere. Students should, however, be aware of the following considerations: to graduate with an economics major from Swarthmore, a student must have taken at least two economics courses at Swarthmore and must pass the department's comprehensive exam.

## 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.

#### **\* Ec 1 Enrollment Policy**

ECON 001 sections are capped at 30 and enrollment takes place in two stages. In the first stage, online enrollment is capped at 25, and these spaces are allocated on a first-come, first-served basis. In the second stage, all Add/Drop requests are handled by the department's Administrative Assistant, Megan Salladino. During Add/Drop, students can enroll in the least enrolled section that fits their academic schedule, up to the cap of 30 students per section.

Prerequisite for all further work in economics, with the exception of first-year seminars and ECON 003.

Social sciences.

1 credit.

Fall 2021. Staff.

Spring 2022. Staff.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### 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...Every individual... neither intends to promote the public interest, nor knows how much is promoting it...he 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 the 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.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 002A. First-Year Seminar: Emerging Market Economies: The BRICS 1900-2020**

*Will Brazil, Russia, India, and China be the most dominant economies in the world by 2050? Why is South Africa (S) in the group? We study the economic trajectories of these countries from roughly 1900, emphasizing the roles of domestic reforms and global markets in spurring human capital accumulation, industrial development, and economic growth. We ask how international organizations like the International Monetary Fund (IMF) and World Trade Organization (WTO) are accommodating the emergence of these countries, and what influence the BRICS are likely to exert on the global governance of trade, aid, finance, and the environment.*

*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.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 003. Behavioral Public Policy in the City**

*Recent years have seen growth in the policy influence of behavioral science, a term covering behavioral economics, social psychology, and related fields. In this course, students will be exposed to both the core concepts underlying behavioral science, and to the nuts and bolts of one high-level policy effort to integrate behavioral science into city government - The Philadelphia Behavioral Science Initiative, or PBSI, an academia-policy collaboration under the umbrella of GovLabPHL, a multi-agency team led by the Mayor's Policy Office. The course will be a mix of lectures, guest lectures from city and agency officials, field visits, and group exercises.*

*Taught in Philadelphia as part of the Tri-Co Philly program.*

*Cannot receive credit for both ECON 003 and ECON 055.*

*Prerequisite: Admission to the Tri-Co Philly Program or permission of instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 008. Topics in Economic History**

*This course offers a survey of topics in economic history, with an emphasis on institutions and economic activity in different historical contexts. We use economic tools and models to study topics such as institutions and long-run economic growth, labor coercion and markets, infrastructure and public health, other public goods like education, and finance. We may cover classic topics like the Industrial Revolution. We will also discuss data and methods used by economic historians. To introduce students to research in economic history, a small class project, in partnership with the Friends Historical Library, will collect and digitize parts of historical datasets (two censuses of Philadelphia, which have residential and demographic information).*

*Prerequisite: ECON 001.*

*Social Sciences.*

*1 credit.*

*Spring 2022. Dimitruk.*

*Spring 2023. Dimitruk.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

### **ECON 009. Creativity and Economics**

*The creation of new products, from movies and paintings to computers and the human genome has become increasingly central to the US economy. In this course, we seek to deepen our understanding of the creative act, its economic causes and consequences, and of economic theory as it has changed in reaction to the increased economic importance of creativity. Students write a short paper about a specific new product or line of products, using the economic ideas developed in the class.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

### **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 both to facilitate learning microeconomic theory and its applications.*

*Prerequisite: ECON 001 and MATH 015.*

*Social sciences.*

*1 credit.*

*Fall 2021. Remer.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 012. Game Theory and Strategic Behavior**

*How should one 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.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 013. Economic Efficiency, Markets and Distributive Justice**

*This course investigates how we should organize economic activity in a free society. First, we will study different concepts of freedom. What is the relationship between these different concepts of freedom and organizing economic activity through markets? Do these differing concepts imply that some things should not be for sale? Second, how should we judge social outcomes? What place does cost-benefit analysis have? What concepts of distributive justice should we use? What place does economic efficiency have in all these considerations? Finally, if you believe that the market outcome is not just, how should you change it? What kinds of tax and transfer systems should you use? What are their tradeoffs in terms of economic efficiency and distributive justice?"*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Fall 2021. Kuperberg.*

*Fall 2022. Kuperberg.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

### **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.*

*Freshmen may not enroll.*

*Prerequisite: ECON 001 and MATH 015.*

*Social sciences.*

*1 credit.*

*Spring 2022. Olivero.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 022. Financial Economics**

*This course analyzes the ways that firms finance their operations. It discusses the organization and regulation of financial markets and institutions. It examines theories explaining asset prices and returns, and it discusses the function and pricing of options and futures contracts.*

*Prerequisite: ECON 001 and ECON 031 or its equivalent.*

*Social sciences.*

*1 credit.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 031. Introduction to Econometrics**

*This course provides an introduction to the theory and practice of applied quantitative analysis in economics. Following a brief discussion of probability, statistics, and hypothesis testing, this course emphasizes using regression analysis to understand economic relationships and to test their statistical significance. Computer exercises provide practical experience in using these quantitative methods.*

*Prerequisite: ECON 001.*

*Social sciences.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 032. Operations Research**

*(Cross-listed as ENGR 057)*

*Social Sciences.*

*1 credit.*

*Eligible for ENV5, ESCH*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 033. Financial Accounting**

*This course is designed to provide students with an intermediate level study of corporate accounting theory and practice as it falls within the framework of United States generally accepted accounting principles (GAAP). A major focus of the course is how accounting provides information to various user groups so that they can make more informed decisions. In particular, students will learn the steps in the accounting cycle leading up to the preparation and analysis of corporate financial statements. Students are also exposed to some of the fundamental differences between federal tax rules and external financial reporting requirements and are made aware of the organizations that influence and contribute to the body of knowledge in financial accounting. Finally, ethical issues that may be confronted by the accountant are also discussed throughout the course.*

*Prerequisite: ECON 001.*

*Social sciences.*

*1 credit.*

*Fall 2021. Hargadon.*

*Spring 2022. Hargadon.*

*Fall 2022. Hargadon.*

*Spring 2023. Hargadon.*

*Fall 2023. Hargadon.*

*Spring 2024. Hargadon.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 035. Econometrics**

*Economists increasingly rely on empirical data and statistical techniques to study important questions in the field. In this course, we study the quantitative methods used to assess causal linkages between variables and put economic theories to the test, including simple and multiple regression, difference-in-differences techniques, logit/probit models, instrumental variables, regression discontinuity designs, randomized experiments, and others. In doing so, we explore the theory behind the statistical techniques economists lean on, but also focus on practical applications and examples using real data. In the course, students will also gain experience in the use of Stata, the primary statistical package used by economists. The aim of the course is therefore not only to inform students about the theory behind the techniques used by economists to explore data, but also to empower students with the skills needed to analyze data on their own.*

*Prerequisite: ECON 001 and ECON 031 or STAT 021*

*Social sciences.*

*1 credit.*

*Fall 2021. Bhanot.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 041. Public Economics**

*This course focuses on government expenditure, tax, and debt policy. A major part of the course is devoted to an analysis of current policy issues in their institutional and theoretical contexts. The course will be of most interest to students having a concern for economic policy and its interaction with politics.*

*Prerequisite: ECON 001. Recommended: ECON 011.*

*Social sciences.*

*1 credit.*

*Spring 2022. Bronchetti.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **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.*

*Prerequisite: ECON 001. Recommended: ECON 011.*

*Social sciences.*

*1 credit.*

*Spring 2022. Kuperberg.*

*Spring 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 043. Markets and Morality**

*(Cross-listed as POLS 044)*

*The course will investigate the place that markets and market outcomes should have in a free society. Topics covered will include: competing concepts of freedom; the proper sphere of market activity (what should and should not be for sale); theories of fairness and distributive justice; and what should be done to balance freedom and equality in the economic sphere. Co-taught with Jonathan Thakkar under POLS 44.*

*Prerequisite: ECON 001 and ONE of the following POLS 11, 12, 34, 47, 100, 101 PHIL 11, 21, 41, 101, or 121.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

## **ECON 044. The American City**

*\*Formerly known as "Urban Economics"*

*The topics covered in this course include the economic decline of central cities, transportation policies, local taxation, theories of urban growth patterns, local economic development initiatives, and the economics of land use and housing.*

*Prerequisite: ECON 001 and ECON 031 or its equivalent.*

*Social sciences.*

*1 credit.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 045. Labor Economics**

*This course offers an introduction to labor economics. Students will learn to apply microeconomic principles to topics such as labor supply and demand, unemployment, determinants of earnings, minimum wages, taxes and transfers, immigration, discrimination, education, and labor unions. Students will investigate these topics by evaluating recent economic research and analyzing labor market data.*

*Prerequisite: ECON 011 and ECON 031*

*Social sciences.*

*1 credit.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

## **ECON 046. 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.*

*Prerequisite: ECON 001 and any statistics course (or the consent of the instructor). EDUC 014 is strongly recommended.*

*Social sciences.*

*1 credit.*

*Spring 2022. Kuperberg.*

*Spring 2023. Kuperberg.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 051. International Trade and Finance**

*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.*

*Prerequisite: ECON 011 and ECON 021.*

*Social sciences.*

*1 credit.*

Eligible for ASIA ,PEAC, GLOBL-core  
Fall 2021. Wang.  
Catalog chapter: Economics  
Department website: <http://www.swarthmore.edu/economics>

### **ECON 054. Global Capitalism Since 1920**

*This course will study global capitalism over the last century, focusing on the interplay between events, economic theories and policies. The issues to be examined include: financial market booms and busts; business cycles; inequality; the social welfare state; technological change and economic growth; and international trade and financial arrangements. The time period covers: the Roaring Twenties; the Great Depression, the post war Golden Age (1945-1973); the stagflation of the 1970s; the Thatcher-Reagan-Greenspan-Bush era of market liberalization (1980-2007); and the financial crisis and Great Recession of 2007-2010. Economic theories include: the classical laissez-faire view; Schumpeter's theory of "creative destruction"; Keynes and the "neo-classical synthesis" advocating a mixed economy; Minsky's theory of financial instability; Friedman, the efficient-markets hypothesis, and the "new classical" critiques of government interventions; and emerging ideas in response to the present crisis. The course will chronicle and compare economic policy and performance of the United States, Europe, Japan, and the developing world (Asia, Latin America, Africa).*

Prerequisite: ECON 001.

Social sciences.

1 credit.

Eligible for GLOBL - Core

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 055. Behavioral Economics**

*In the past 50 years, economists have increasingly used insights from psychology to explore the limitations of the standard economic model of rational decision making - a field now known as "behavioral economics." This course is an introduction to the central concepts of behavioral economics, touching on related research in psychology and experimental economics. We will also discuss the public policy implications of this work, and current policy applications of behavioral research around the world. Topics covered include: self-control, procrastination, fairness, cooperation and reciprocity, reference dependence, and choice under uncertainty.*

Cannot receive credit for both ECON 055 and ECON 003.

Prerequisite: ECON 001.

Social sciences.

1 credit.

Eligible for GLOBL-Core

Spring 2022. Bhanot.

Spring 2024. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 061. Industrial Organization**

*Industrial organization studies how competition between firms affects prices, profits, and consumer welfare. This course moves beyond basic models of perfect competition and monopoly, and analyzes markets where businesses make strategic choices and anticipate responses from competitors. We will explore how businesses set prices, choose product attributes, and make entry decisions. Other topics include antitrust policy, collusion, advertising, and network competition.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Spring 2023. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 073. Race, Ethnicity, and Gender in Economics**

*Does difference make a difference in economics? In this course, we use the theoretical and empirical tools of economics to recognize and analyze the diverse economic experiences of individuals and groups and to explore sources of and solutions to persistent inequalities. We also examine the roles of difference and diversity in the development of economic theory and policy.*

*Prerequisite: ECON 001*  
*Social sciences.*  
*1 credit.*  
*Eligible for BLST, GSST*  
*Fall 2022. Staff.*  
*Catalog chapter: Economics*  
*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 074. Economics of the Family**

The family plays a key role in economic systems, as a consumer of goods and services and as a supplier of inputs, particularly labor. Microeconomics can help us understand a range of topics about the family and household including decisions about fertility, child rearing, household management, marriage and divorce, immigration, and labor supply. Our focus will be on the contemporary American family, but we will also consider international and historical perspectives and the influence of public policy.

*Prerequisite: ECON 001*  
*Social Science.*  
*1 credit.*  
*Eligible for GLBL-Paired, GSST*  
*Fall 2021. Magenheim.*  
*Fall 2023. Staff.*  
*Catalog chapter: Economics*  
*Department website: <https://www.swarthmore.edu/economics>*

### **ECON 075. Health Economics**

*This course applies microeconomic theory, including models from behavioral economics, to analyze consumers', producers', and the government's behavior with respect to health and health care. Special attention will be paid to the role of socioeconomic and demographic factors in explaining patterns of health and access to health care. Other topics include environmental health, international comparisons of health and health care systems, and ongoing state and federal health care policy reform.*

*Prerequisite: ECON 001*  
*Social sciences.*  
*1 credit.*  
*Eligible for GLBL-Paired*  
*Fall 2021. Magenheim.*  
*Spring 2023. Staff.*  
*Fall 2023. Magenheim.*  
*Catalog chapter: Economics*  
*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 076. Environmental Economics**

*Cross-listed with ENVS 020*  
*Introduction to the microeconomics of environmental issues with applications to the design of environmental policy. The course will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable resources, and climate change.*  
*Prerequisite: ECON 001. Recommended: ECON 011.*  
*Social sciences.*  
*1 credit.*  
*Eligible for ENVS*  
*Fall 2021. Peck.*



Fall 2023. Peck.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 079. The Health of Nations**

*The United States spends far more per person on health care than comparable countries, but many other countries enjoy better health and longer life expectancy. This is partly explained by differences in health care systems, but there are other factors that influence population health, including income, education, employment, housing, environmental conditions, emotional stress, social support, and access to health care. We will look at how these factors-coupled with decision making by individuals, firms, and governments-influence population health across countries, in aggregate and by race, ethnicity, gender, and age.*

Prerequisite: EC 001

Social Sciences.

1 credit.

Eligible for GLBL-Core.

### **ECON 081. Economic Development**

*A survey covering the principal theories of economic development and the dominant issues of public policy in low-income countries. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for ASIA, BLST, PEAC, GLBL-core

Spring 2022. O'Connell.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 082. Political Economy of Africa**

*A survey of the post-independence development experience of Sub-Saharan Africa. We study policy choices in their political and institutional context, using case-study evidence and the analytical tools of positive political economy. Topics include development from a natural resource base, conflict and nation building, risk management by firms and households, poverty reduction policies, globalization and trade, and the effectiveness of foreign aid.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for BLST, PEAC, GLBL-Paired

Fall 2021. O'Connell.

Fall 2022. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 083. East Asian Economies**

*This course will provide an overview of the East Asian economy and the economic inter-dependencies that characterize the region. After providing an understanding of the factors that have made East Asia the most dynamic in the world economy, current challenges of the region will be given particular attention. Topics that will be addressed include: economic growth in East Asia; trade and economic growth; the East Asian trade-production network; East Asia's role in global imbalances; the Asian financial crisis; financial cooperation in East Asia; monetary cooperation in East Asia; East Asia's role in global economic governance; inequality in East Asia; demographic challenges of East Asian countries; environmental challenges and the move to sustainable economics.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for PEAC, ASIA, GLBL-Paired

Spring 2023. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 084. Latin American Economies**

*A survey of the development experience of Latin American countries. We study policy choices in their political and institutional context. Topics include Latin American economic history, informality in labor markets, pension reform, antitrust policy, regional economic integration and trade, debt and currency crises, and the effectiveness of foreign aid.*

*Guest speakers from universities across Latin America will present on topics pertinent to their own countries. We plan to visit the World Bank and the Interamerican Development Bank (most likely virtually due to COVID restrictions) to learn about their projects and lending in the LA region.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-paired, LALS*

*Fall 2021. Olivero.*

*Fall 2022. Staff.*

Catalog chapter: Economics

Department website: <https://www.swarthmore.edu/economics>

### **ECON 099. Directed Reading**

*With consent of a supervising instructor, individual, or group study in fields of interest not covered by regular course offerings.*

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

### **ECON 091C. Research Seminar in Economics: Public Policy**

*Students in this seminar will write a public policy research paper. The course will guide students through the elements of conducting public policy research, including identification of a policy-relevant problem, research design, data collection and analysis, policy analysis, and recommendations. Student projects can analyze existing policy or focus on problems for which policy approaches can be proposed. As background for conducting their own projects, students will read and discuss examples of public policy research across a range of fields. Students will also present their own work in class throughout the semester, culminating in a presentation of the finished project at the end of the semester. Student research projects can be in any policy-relevant field, subject to data availability. The projects can employ existing data sets (e.g., administrative, survey, or experimental data) or students can collect their own data (e.g., through surveys and interviews).*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent)*

*1 credit.*

*Spring 2024. Magenheimer.*

## **Seminars**

### **ECON 091B. Research Seminar in Economics: Development Economics**

*This course provides each student with an opportunity to write an original empirical research paper in development economics. The course emphasizes key steps in the research process, including motivating and posing a research question, adopting a theoretical framework, designing and implementing an empirical strategy, presenting data and findings, and developing policy implications. Students study the research process through the lens of prominent recent papers in development economics, while developing and reporting on their own projects from initiation to conclusion. Student-identified projects may focus on aspects of household or firm behavior; poverty, inequality, and/or economic growth; public service delivery; impact assessment; or economic policy, along with other potential topics in a developing-country context. Student projects will employ observational or experimental data as appropriate, with an emphasis (not exclusive) on publicly available data.*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent)*

*Social Sciences.*

*1 credit.*

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **ECON 101. Advanced Microeconomics**

*Subjects covered include consumer and producer theory, optimization and duality, general equilibrium, risk and uncertainty, asymmetric information, and game theory.*

*Prerequisite: ECON 011 and multivariable calculus (MATH 033, MATH 034, or MATH 035). Enrollment is restricted to juniors and seniors.*

*Social sciences.*

*2 credits.*

*Spring 2022. Bayer.*

*Spring 2023. Staff.*

*Fall 2023. Bayer.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **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.*

*Prerequisite: ECON 011, ECON 021, and multivariable calculus (MATH 025, MATH 033, MATH 034, or MATH 035 or with permission of the instructor).*

*Recommended: MATH 043 or MATH 044.*

*Social sciences.*

*2 credits.*

*Fall 2021. Kuperberg.*

*Fall 2022. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 122. Financial Economics**

*This seminar analyzes the ways that firms finance their operations. It discusses the organization and regulation of financial markets and institutions. It examines theories explaining asset prices and returns, and it discusses the function and pricing of options and futures contracts.*

*Prerequisite: ECON 011, ECON 031 or ECON 035, and MATH 025 or higher calculus.*

*Social sciences.*

*2 credits.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/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.*

*Prerequisite: ECON 035 and linear algebra (MATH 027 or MATH 028).*

*Social sciences.*

*1 credit.*

*Spring 2022. He.*

*Spring 2023. Staff.*

*Spring 2024. He.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 141. Public Economics**

*This seminar focuses on the analysis of government expenditure, tax, and debt policy. A major part of the seminar is devoted to an analysis of current policy issues in their institutional and theoretical contexts. The seminar will be of most interest to students having a concern for economic policy and its interaction with politics.*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent)*

*Social sciences.*

*2 credits.*

*Spring 2022. Bronchetti.*

*Spring 2024. Bronchetti.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **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.*

*Prerequisite: ECON 011 and ECON 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, PEAC, GLOBL Core*

*Fall 2021. Wang.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 155. Behavioral and Experimental Economics**

*The standard model of economic behavior is based on a set of assumptions about individual rationality, willpower, and preferences. Increasingly, researchers are finding that these assumptions can be inconsistent with observed behavior. This seminar focuses on behavioral and experimental economics, subfields of economics that draw from the broader social science literature to explore how individuals actually behave and make decisions, with the goal of improving both economic theory and public policy. The seminar will cover behavioral economics concepts and their applications in the real-world (in both high-income and low-income contexts worldwide), as well as experimental economics research and methods. Students in the seminar will read, critique, and present on the latest and most influential academic papers in behavioral and experimental economics. Topics include: self-control problems in financial behavior, preferences regarding inequality and fairness, cooperative behavior, social preferences, and consumer decision making.*

*A student will receive 1 credit for ECON 155 if they've received credit for either ECON 055 or ECON 056.*

*Prerequisite: ECON 011 and ECON 031.*

*Social sciences.*

*2 credits.*

*Fall 2021. Bhanot.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 162. Antitrust and Market Regulation**

*This seminar studies the regulation of firms operating in imperfectly competitive markets. The course will have a strong focus on antitrust topics, such as collusion, mergers, and exclusive dealing. Other forms of regulation, such as net neutrality, FCC wireless spectrum auctions, and energy price controls, will also be studied. Students will learn to apply economic models and use data to understand the impact of government intervention on the strategic actions of businesses and consumer welfare. There will be a strong emphasis on learning the realities of policy implementation, the tools government economists use to evaluate regulations, and real-world case studies.*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent).*

*Social sciences.*

*2 credits.*

*Spring 2022. Remer.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 175. Health Economics**

*This seminar applies microeconomic theory, including models from behavioral economics, to analyze consumers', producers', and the government's behavior with respect to health and health care. Special attention will be paid to the role of socioeconomic and demographic factors in explaining patterns of health and access to health care. Other topics include environmental health, international comparisons of health and health care systems, and ongoing state and federal health care policy reform.*

*Prerequisite: ECON 011 and ECON 031.*

*Social sciences.*

*2 credits.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 176. Environmental Economics**

*Cross-listed with ENVS 120*

*This seminar examines the microeconomics of environmental issues with applications to the design of environmental policy. The seminar will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable resources, and climate change.*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent), and single-variable calculus (MATH 025 or higher).*

*Social sciences.*

*2 credits.*

*Eligible for ENVS 120*

*Fall 2021. Peck.*

*Fall 2023. Peck.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 181. Economic Development**

*The economics of long-run development in Africa, Asia, and Latin America. We cover the leading theories of growth, structural change, income distribution, and poverty, with particular attention to development strategies and experience since World War II. Topics include land tenure and agricultural development, rural-urban migration, industrialization, human resource development, poverty targeting, trade and technology policy, aid and capital flows, macroeconomic management, and the role of the state. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience.*

*Prerequisite: ECON 011, ECON 021, and either ECON 031, STAT 011, or STAT 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, BLST, PEAC*

*Fall 2021. O'Connell.*

*Spring 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 198. Thesis**

*With consent of a supervising instructor, honors majors may undertake a senior thesis for double credit.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

# **Educational Studies**

## **Faculty**

**K. ANN RENNINGER, Professor**  
**LISA SMULYAN, Professor and Co-chair**  
**DIANE DOWNER ANDERSON, Associate Professor<sup>1</sup>**  
**ELAINE ALLARD, Associate Professor<sup>1</sup>**  
**EDWIN MAYORGA, Associate Professor and Co-chair**  
**JOSEPH NELSON, Associate Professor**  
**JENNIFER BRADLEY, Visiting Assistant Professor**  
**RUTHANNE KRAUSS, Administrative Assistant**  
**CATHERINE DUNN, School Liaison**

*1 Absent on leave, 2021-2022.*

*The Educational Studies Department at Swarthmore engages students in the investigation of educational theory, policy, research, and practice from a variety of disciplinary perspectives. We prepare students to work in educational research or policy, to enter the teaching profession, and/or to pursue graduate study in educational studies or a related field. The department encourages undergraduates to think critically and creatively about the processes of teaching and learning and about the place of education in society. The department is also committed to preparing students to address education-related needs in an era of rapidly increasing racial, ethnic, and linguistic diversity and technological change and to develop students' abilities to participate fully in civic, cultural, and economic arenas. Both introductory and upper level courses in the department draw on theory and research in anthropology, economics, history, political science, psychology, and sociology.*

## The Academic Program




*Students interested in Educational Studies at Swarthmore may design an honors or course major in Educational Studies; a special major in Educational Studies and another discipline; or an honors or course minor in Educational Studies. Students also have the option to pursue teacher certification.*

*First course recommendation*

*EDUC 014F: First-year seminar: Pedagogy and Power: An Introduction to Education - Schools are complex institutions, central to any society. Schools are sites of teaching and learning, places where inequalities are maintained or challenged, and institutions within which children and their teachers live out the daily realities of national political agendas. This course explores major questions in educational policy, theory, and practice. Students read original source materials from multiple disciplines, write, discuss, and complete fieldwork in area schools as an introduction to the interdisciplinary and expansive field of educational studies. EDUC14 or the first-year seminar EDUC 014F, is required for students pursuing teacher certification.*

## Course Major

*An Educational Studies major includes at least 8 credits in Educational Studies. In their sophomore plan, we recommend that prospective majors clarify a focus within the department. Foci might include policy, social and cultural foundations of education, or the study of learning. All majors must include a methods course in their program as preparation for their senior thesis. Methods courses can include any of the following three courses:*

-  *EDUC 65 Qualitative Methods for Educational Change*
-  *SOCI 16B Research Methods in Social Science*
-  *EDUC 21 Educational Psychology*

*The culminating exercise for the major is normally a 1-2 credit senior thesis, completed in the senior year.*

*Prerequisites for entry into the major include EDUC 014, Pedagogy and Power: Introduction to Education and one additional course in the department. EDUC 092: Practice Teaching and EDUC 093: Curriculum and Methods Seminar are not counted as part of the major.*

*All majors must take a methods course. The culminating exercise for a major is normally a 1-2 credit thesis.*

## Course Special Major

*In special majors involving Educational Studies, the student combines work in Educational Studies with work in another academic department or interdisciplinary program. Pre-established programs have been created with the following disciplines: biology, chemistry, computer science, English literature, French, German, history, Latin American and Latino studies, linguistics, mathematics/statistics, music, peace and conflict studies, physics, political science, psychology, Russian, sociology/anthropology, and Spanish. Special majors with other disciplines can be pursued with the approval of both the Educational Studies Department and the second department or program. In the case of all special majors involving Educational Studies, both departments collaborate in advising the student.*

*The special major usually requires 10 to 12 credits, at least 5 of which must be in Educational Studies. All special majors are required to complete a thesis or a comprehensive examination integrating work in their two fields of study. Special majors are encouraged to take EDUC 065 Educational Research for Social Change in the spring of their sophomore or junior year. This course, which can be taken for 0.5 or 1 credit, prepares students to write a special major thesis in their senior year. Each partnering department or program provides specific course requirements for the completion of a special major and for the thesis/comprehensive exam, details of which may be found on the departmental website.*

*If special majors pursue teaching certification, EDUC 092: Curriculum and Methods Seminar and EDUC 093: Practice Teaching are not counted as part of the special major requirements. The prerequisite for acceptance to the special major program is successful completion of EDUC 014: Pedagogy and Power: Introduction to Education and one other course in the department.*

## Course Minor

*The Educational Studies minor provides students with the opportunity to choose from a variety of Educational Studies courses and prompts students to reflect on the overarching theme of their experience in the department. The Educational Studies minor requires at least 5 credits in Educational Studies. Students identify a focus when they apply for the minor and then explain how their coursework supports this focus. Possible foci include but are not limited to Teaching and Practice, Educational Policy, Educational Psychology, School and Society, Special Education, Urban Education, Environmental Education, and Literacy. The prerequisite for acceptance to the Educational Studies minor program is EDUC 014. Minors may also pursue teacher certification.*

## Honors Program

*The department supports the Honors Program for majors, special majors, and minors.*

## Honors Major

*Students may complete an Honors major in Educational Studies. The Honors major requires at least 9 credits in the department, including 3 honors preparations and one methods class from the courses listed in the course major. One preparation must be a 2-credit honors thesis, normally completed over both semesters of the senior year. The other two preparations will normally consist of 2-credit seminars, although a course and attachment may be possible as an alternative.*

*Prerequisites for admissions to the Honors major include EDUC 014, Pedagogy and Power: Introduction to Education, one additional course in the department, and an average of B+ in their courses in the department. EDUC 092: Practice Teaching and EDUC 093: Curriculum and Methods Seminar are not counted as part of the major.*

## Honors Special Majors

*Students may opt to pursue an Honors Special major in Educational Studies and another department or interdisciplinary program. Pre-established special majors have been created with the following disciplines: English, linguistics, political science, psychology, and sociology/anthropology. Honors special majors with other disciplines can be pursued with the approval of both Educational Studies and the partnering department or program. The Honors special major, like the Course special major, requires a total of 10 to 12 credits, at least 5 of which must be in Educational Studies. However, Honors special majors must also include 4 Honors preparations in their program. These must be distributed as follows:*

- 3 (2-credit) Honors preparations, at least 1 or 2 of which must be in Educational Studies and 1 or 2 in the other discipline.
  - Most honors preparations in Educational Studies consist of a 2-credit honors seminar.
  - It is possible to complete a 1-credit Educational Studies course with a 1-credit attachment as an honors preparation. Availability of this option is limited and designed with a supervising faculty member from the Educational Studies Department.

- 1 Honors preparation through the completion of a double-credit thesis. This thesis normally serves to integrate the fields of the special major and is supervised by faculty members in both departments of the special major. Honors special majors are encouraged to take EDUC 065 *Qualitative Research Methods: Educational Research for Social Change* in the spring of their sophomore or junior year. This course, which can be taken for 0.5 or 1 credit, prepares students to write the special major thesis in their senior year.

Each partnering department or program also provides specific requirements for the completion of an Honors special major, which may be found on the departmental website. Students are expected to have a B+ average in their Educational Studies courses to complete an Honors special major. Additionally, students must complete external examinations upon completion of the program. The prerequisite for acceptance to the Honors Educational Studies Major Program is EDUC 014, 2 additional Educational Studies courses of the student's choice, and an average grade of B+ in all Educational Studies courses at the time of application. Honors majors may also pursue teacher certification.

## Honors Minors

Students may opt to pursue an Honors minor in educational studies. The Honors minor requires five credits in educational studies, including EDUC 014 (1 credit), one Honors seminar (2 credits), and two additional credits of the student's choice. Students are expected to have a B+ average in their educational studies courses and to complete the external Honors examination. The prerequisite for acceptance to the Honors educational studies minor program is EDUC 014. Honors minors may also pursue teacher certification.

## Additional Honors Program Details

### External Examinations

As part of the Honors Program, students complete an examination for each completed preparation. The thesis preparation for Honors major and special major students involves a 45-60-minute individual oral exam on their work with an outside examiner. Examination for Honors preparations other than the thesis includes a written and an oral component. An external examiner sets the written portion of the exam. Exam questions are based on the seminar syllabus. The exam may include a problem set, a case, and/or additional readings relevant to the work students have undertaken in that preparation. These materials may be sent to the student in advance of the written exam. All Educational Studies Honors exams are written in the Educational Materials Center. A maximum of 5 hours is allowed for completion of each exam.

### Intellectual Autobiography

All Honors students (majors, special majors, and minors) in Educational Studies write a short intellectual autobiography that is sent to the Honors examiner. Students may also choose to send to the examiner a paper from an Honors seminar. The autobiography and the paper are not formally evaluated by the examiner; they are intended to familiarize the examiner with the student's experience and background in Educational Studies, since each student in each seminar brings different disciplinary content to his/her understanding of the material. The autobiography is written in the spring of the senior year under the supervision of the department chair in Educational Studies.

## Research Opportunities and Experiences

Engaging in research is integral to students' work in Educational Studies. Participation in research supports students to understand the importance of research to theory, policy-making, and practice.

In each course and seminar in the department, students are introduced to qualitative and/or quantitative methods of research, which they use to work directly with questions addressed in coursework. Students not only read original research, but they also collect and analyze data using appropriate methods in each course.

Students are strongly encouraged to take EDUC 065: *Qualitative Research Methods: Educational Research for Social Change* in the spring of their sophomore or junior year. This course, which can be taken for 0.5 or 1 credit, prepares students to write a thesis in their senior year. It can be used as the required methods course for special majors with Sociology and Anthropology, and as the required methods course for Educational Studies majors.

As a culminating activity in the department, all majors and most special majors write a thesis. Students select the focus of their thesis work; theses typically build on students' course work and methods training in Educational Studies and the other department comprising their special major.



Some students conduct independent research or serve as research assistants on faculty members' projects. Students may begin working as research assistants as early as the summer following their first year. Many such collaborations have led to student-faculty co-authored conference presentations, articles, and chapters.

## Fieldwork and Service-Learning Opportunities

Bridging research and practice is a goal for courses and seminars in the department. Many courses and seminars have a distinctive fieldwork component. Course descriptions indicate if a course involves a field placement.

Depending on transportation options, students can request fieldwork placements in urban, suburban, or rural communities and choose from public, charter, or private school settings. Students are encouraged to use the field placements as an opportunity to explore a range of school and population types. A list of school sites may be found on the department's website.

## Study Abroad

Students requesting credit in Educational Studies for course or fieldwork done abroad (or at another institution in the U.S.) must take EDUC 014: Pedagogy and Power: Introduction to Education. This course may be taken before or after the study abroad credit is completed, but the credit will only be accepted after EDUC 014 has been completed.

## The Cloud Forest School Program, Costa Rica

**The Cloud Forest School Program**, Costa Rica is a Swarthmore study abroad program with a developed education component. Through this program, students complete a school-based internship (3 Educational Studies credits) and receive an intercultural credit for Spanish language learning. For more information see <http://www.swarthmore.edu/educational-studies/cloud-forest-program-requirements>.

## Transfer Credit

Transfer credit is accepted once a student has completed EDUC 014. To request transfer credit, the student must present a syllabus and all course work for the department to review. Some additional work may be required.

## Pathways to Teaching

Swarthmore students come to an interest in teaching at many points during their own educational careers - some before they enter college, others during their four undergraduate years, and some as they investigate possible careers after Swarthmore. Students are encouraged to explore the many opportunities available to them in the field of education. Pathways to Teaching, on the department's website, offers students more information on the options available to them:

- Mentoring and tutoring opportunities offered through Swarthmore.
- Summer opportunities to work in classrooms or enrichment programs or complete an education-related internship.
- Teacher certification at Swarthmore.
- Graduate study in education, including teaching programs and other programs in educational studies.
- Post-graduation teaching/education job opportunities and resources (for all students - with or without certification)

## Teacher Certification

Swarthmore offers a state-accredited teacher preparation program for both special majors and minors (Honors or Course). Certification for elementary, middle, and/or high school teaching is transferable to all 50 states; after PA certification, some states may require additional exams or content. A guide to certification reciprocity is available through Certification Map at <http://certificationmap.com/states/reciprocity-disclaimer/>.

Swarthmore's programs for secondary certification are designed with guidance from faculty members in the discipline in which the student is being certified as well as members of the Educational Studies Department. Students preparing for elementary certification design their course of study with advising from the Swarthmore Educational Studies Department and Eastern University.

Formal admission to the teacher certification program occurs at the start of EDUC 092: Curriculum and Methods and EDUC 093: Practice Teaching after students have successfully completed their core Educational Studies and discipline major requirements. Students must have completed 12 Swarthmore College credits (48 credit hours) to enroll in the program.

## State Requirements for Certification

In order to be certified, students must attain either an overall grade point average of 3.0 or an overall grade point average of 2.8 GPA and a qualifying score on the appropriate PRAXIS exams. More information about the exams required for certification can be found on the Educational Studies Department website under "Teacher Certification > Student Teaching > Exam Information."

Students seeking certification must meet 1) all Swarthmore's general requirements for graduation with a Bachelor's degree, 2) Educational Studies requirements for certification, and 3) state teaching certification distribution requirements in mathematics, English literature, and English composition. The following outline presents the ways in which students might meet these state distribution requirements:

Mathematics: 6 credit hours. This may be fulfilled by any sufficient combination of the following options:

Activity	Credit Hour Value
Swarthmore 1-credit Math/Statistics or Natural Science course	4
Score of 4 or 5 on AP Calculus AB	4
Score of 4 or 5 on AP Calculus AB/BC	4
Score of 4 or 5 on AP Statistics	4
Score of 6 or 7 on the Higher Level IB Exam	4
Scores of 560 or higher on the SAT level I or II math level IC or IIC	3
CLEP math test ( <a href="http://clep.collegeboard.org/exam">http://clep.collegeboard.org/exam</a> )	4
Combination should total	<b>6</b>

English Literature: 3 credit hours. This may be fulfilled by any of the following options:

Activity	Credit Hour Value
Swarthmore 1-credit English Department course	4
Score of 4 or 5 on AP English Literature	4
Score of 6 or 7 on the Higher Level IB Exam	4
CLEP literature test ( <a href="http://clep.collegeboard.org/exam">http://clep.collegeboard.org/exam</a> )	4
Combination should total	<b>3</b>

English Composition: 3 credit hours, met by the College's general distribution requirement of Writing courses.

## Certification Options

### Elementary Certification (Grades PreK-4)

Certification in elementary education is granted to Swarthmore students through Eastern University. Students complete the majority of their coursework at Swarthmore, including student teaching, but must also complete 2 Eastern University summer courses (offered at Swarthmore) in order to receive elementary certification. Eastern University will award the Pennsylvania PreK-4 certification; students who want to complete the 4-8 elementary/middle school certification may add this certification through testing. The department recommends that students complete both PreK-4 and 4-8 certifications.

Students must fulfill all of the state general distribution requirements listed above. Additionally, required Swarthmore coursework includes:

- EDUC 014: Pedagogy and Power: Introduction to Education
- EDUC/PSYC 021: Educational Psychology
- EDUC/PSYC 026: Special Education
- EDUC 042: Teaching Diverse Young Learners
- EDUC 053: Educating Emergent Bilinguals

Recommended EDUC 023: Adolescence

The Eastern University summer school program consists of two elementary methods courses in Language Arts and Reading. The hybrid online and face-to-face course work begins in mid-May and ends in early June for a total cost of approximately \$4,466 (cost as of spring 2019; students on financial aid can apply for support). Students can receive 1 Swarthmore College credit for these courses.

Students must consult with the chair of Swarthmore's Educational Studies Department regarding their program of study to ensure that it includes a representative distribution of English, social studies, math, and science coursework required for 4-8 certification.

Elementary Certification candidates complete one semester of student teaching through Swarthmore, which consists of EDUC 092: Curriculum and Methods (2 credits) and EDUC 093: Practice Teaching (2 credits).

## Secondary Certification (Grades 7-12)

The department offers secondary (7-12) teacher certification in biology, chemistry, citizenship, English, mathematics, physics, and social studies. The department also offers K-12 certification in French, German, Russian, or Spanish. Students must complete a major or special major in their area of certification. Majors/special majors in history, economics, or political science receive secondary certification in either citizenship or social studies, and majors/special majors in psychology or sociology/anthropology receive secondary certification in social studies.

In order to be certified, students should fulfill all of the state general distribution requirements. Additionally, students must complete a major or a special major in their area of certification and take a total of five and a half core courses in Educational Studies:

- EDUC 014: Pedagogy and Power: Introduction to Education
- EDUC/PSYC 021: Educational Psychology
- EDUC/PSYC 023: Adolescence
- EDUC 023A: Adolescents and Special Education (0.5 credit)
- EDUC/PSYC 026: Special Education
- EDUC 053: Educating Emergent Bilinguals

Students must complete subject-specific requirements that may or may not differ from the special major or major requirements already established. For the special major discipline's course obligations with teacher certification, students should refer to the subject-specific requirement charts on the Educational Studies Department website (<http://www.swarthmore.edu/educational-studies/secondary-certification>).

Students must complete one semester of student teaching, which consists of EDUC 092: Curriculum and Methods (2 credits) and EDUC 093: Practice Teaching (2 credits).

## World Language Teaching Certification (Grades K through 12)

Students who wish to teach a world language (Spanish, French, German, or Russian) will receive K-12 teaching certification in their specific language area upon completion of the program. This will allow them to teach elementary, middle, and high school. All students seeking world language certification should follow the pathway for secondary teacher certification to attain the K-12 certification. Refer to the Secondary Certification section for details.

## Student Teaching

*EDUC 092: Curriculum and Methods (2 credits) and EDUC 093: Practice Teaching (2 credits) are completed during the first semester of the senior year or in a ninth semester after graduation. Placement for practice teaching is available in a range of public and private schools.*

## **Ninth Semester**

*Students who have completed all of the requirements for certification (in their discipline and in Educational Studies) except for student teaching may return following graduation to complete the teacher certification program during a ninth semester. During this semester, students can only take EDUC 092: Curriculum and Methods (2 credits) and EDUC 093: Practice Teaching (2 credits). Students in the ninth semester program have full access to computing and other campus facilities but are not eligible for campus housing. Students obtaining education certification in the Ninth Semester program will be charged the unit charge for 1 course. Some tuition reimbursement will be available for ninth semester students.*

## **Educational Studies Courses**

### **EDUC 001C. The Writing Process: Pedagogy and Practice**

*(Cross-listed as ENGL 001C)*

*Open only to those selected as WAs. Meets distribution requirements but does not count toward the major.*

*Graded CR/NC.*

*Social sciences.*

*Writing.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 004. First Year Seminar: Psychology in Schools**

*(cross-listed with PSYC 004)*

*Schools are excellent settings in which to understand human thinking and behavior. Educational psychology, or the study of human teaching and learning, provides a great applied introduction to psychological concepts. This area of psychology also draws upon different areas of the discipline, including cognitive and developmental psychology.*

*In this seminar, we will consider and explore psychology in school settings. To do so, we will rely primarily on academic texts, in addition to essays, film, and personal narratives to support our learning and exploration. In many ways, we will build on our own schooling experiences (what has worked and what hasn't) to think globally about school learning, teaching, and belonging.*

*PSYC 004 does not serve as an alternate prerequisite for further work in the department.*

*Social sciences.*

*1 credit.*

*Department website: [www.swarthmore.edu/educational-studies](http://www.swarthmore.edu/educational-studies)*

### **EDUC 014. Pedagogy and Power: An Introduction to Education**

*Schools are complex social institutions. Within schools, inequalities can be maintained or challenged as children and educators negotiate the historical, political, social, and economic realities of the nation. This course explores major questions in educational policy, theory, and practice. Students read material from multiple disciplines, write, discuss, and complete fieldwork in area schools as an introduction to the interdisciplinary field of educational studies. EDUC 014 or the first-year seminar EDUC 014F, is required for students pursuing teacher certification.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for ESCH.*

*Fall 2021. Mayorga.*

*Spring 2022. Smulyan.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 014F. First-Year Seminar: Pedagogy and Power: An Introduction to Education**

*Schools are complex social institutions. Within schools, inequalities can be maintained or challenged as children and educators negotiate the historical, political, social, and economic realities of the nation. This course explores major questions in educational policy, theory, and practice. Students read material from multiple disciplines, write, discuss, and complete fieldwork in area schools as an introduction to the interdisciplinary field of educational studies. EDUC 014 or the first-year seminar EDUC 014F, is required for students pursuing teacher certification.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for ESCH.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 018. Critical Perspectives**

*This course engages with disability justice and how its principles can mediate more equitable and anti-ableist educational spaces, communities, and practices. This will include a historical and contemporary exploration of conceptualizations of disability, histories and ongoing forms of resistance, and core values and tensions embedded in disability justice. In doing so, we will co-create a learning community in which we unpack and consider disability justice and combatting ableism within different realms of education. As this term's Educational Studies' "Critical Perspectives" course, we will also reflect on criticality and its role in our identities and practices as readers, writers, and people through the lens of disability justice. In other words, we will spend the semester learning about and reflecting on what it might mean to practice disability justice in our lives.*

*Prerequisite: EDUC 014: Pedagogy and Power, or permission from the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH.*

*Spring 2022. Phuong.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

### **EDUC 021. Educational Psychology**

*This course provides students with a representative sampling of work in learning and motivation that has particular relevance to asset-based pedagogical practices. It is discussion-based, has a workshop-like format, and is designed to accommodate differences in students' interests and purpose. Students read with original source materials (research articles and chapters), tutor, and in collaboration with local middle school teachers, participate in a field-based, laboratory research project. This course is required for students pursuing special majors in psychology and educational studies, and for all students pursuing teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH.*

*Fall 2021. Renninger.*

*Fall 2022. Renninger.*

*Fall 2023. Renninger.*

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 022. Peace Education**

Cross-listed as PEAC 022.

*In this introductory course, students will explore the historical, ethical, and theoretical foundations of peace education, a subfield of peace and conflict studies. Students will consider different approaches towards peace education: should peace education be oriented towards eliminating physical violence? Facilitating co-existence and understanding? Teaching human rights or citizenship? Empowering the dispossessed and eliminating inequality and injustice? Is peace education best integrated in the existing schooling system, an extracurricular activity, or should it be distinct from schooling? Using case studies, students will critically examine different types of peace education and explore existing research on how they do-or do not-work.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Catalog chapter: Educational Studies.*

*Department website: <http://www.swarthmore.edu/educational-studies>.*

## **EDUC 023. Adolescence**

*In this course, students examine adolescent development from psychological, sociological, and life-span perspectives, reading both traditional theory and challenges to that theory that consider issues of race, class, gender, ethnicity, and sexual orientation. During the first part of the term, students explore various aspects of individual development (e.g., cognitive, affective, physiological, etc.). The second part focuses on the adolescent's experience in a range of social contexts (e.g., family, peer group, school, etc.). Required for students pursuing secondary teacher certification. Not recommended for first-year students.*

*Prerequisite: EDUC 014 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH.*

*Spring 2022. Nelson.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 023A. Special Education: Adolescents with Special Needs**

*This course is designed to provide students with an understanding of the educational and emotional issues faced by adolescents with disabilities. We will explore aspects of identity development and experiences of adolescents with disabilities, as well as frameworks used to understand disability and special education. We will also begin to practice strategies useful for supporting students with disabilities and creating accessible classrooms. Students will complete a 15-hour practicum in a setting for adolescents with special needs. This course is a complement to EDUC23, Adolescence and EDUC026, Special Education.*

*Prerequisite: (or concurrently) EDUC 026 or permission of the instructor.*

*Corequisite: EDUC 023 can be taken concurrently*

*0.5 credit.*

*Spring 2022. Phuong.*

*Spring 2023. Phuong.*

*Spring 2024. Phuong.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **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. Course includes a field placement. Required for students pursuing teacher certification.*

*Social sciences.*

*1 credit.*

*Spring 2022. Bradley.*

*Spring 2023. Phuong.*

*Spring 2024. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 033. Black Education**

*This course examines the lives of Black children and youth in American education from a socio-historical perspective. A particular focus is placed on the Black struggle for educational access and equality, and educational policies and programs designed to advance the education of Black students. The goal is to reconsider how schools and classrooms can realize the promise and potential of Blacks in the United States.*

*Prerequisite: Either EDUC 014 or BLST 015.*

*1 credit.*

### **EDUC 041. A Site of Struggle: Educational Policy**

*This course examines preK-Higher Education policy as a site of struggle. Students will develop a working knowledge of the policy landscape on the federal, state, and local levels and use this knowledge to examine the relationship between policy, power, and practice. The course will examine a range of current policy topics, potentially including school finance, issues of adequacy and equity, based reform, assessment and accountability, bilingual education, school choice, early childhood education, special education, desegregation, and teacher quality and compensation. Drawing primarily from a critical policy studies framework, students will examine education policies and develop strategies and projects that would support, critique, and transform extant policies. There will be an 8 hour field requirement for the course.*

*Prerequisite: EDUC 014 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Fall 2021. Mayorga.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 042. Teaching Diverse Young Learners**

*Why do children play? What is the role of culture in child development? What does it mean to learn?*

*This course explores the ways in which children play, develop, and construct meaning in their personal, communal, and academic lives. Students will survey learning theories and optimal learning environments for diverse young learners, including: English Language Learners; racially, ethnically and socioeconomically diverse populations; culturally non-mainstream students; gender expansive students; students with learning differences and disabilities; and students with socioemotional classifications. Students in this course engage in weekly hands-on fieldwork, supporting and leading lessons in preschool, primary, and middle grade classrooms. This course is required for elementary certification.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Spring 2022. Bradley.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 043. Teacher Narratives, Policy and Power**

*This course is an exploration of the lives of teachers: how they are framed within popular culture and policy, and how they frame themselves within the politics of the classroom, schools and broader society. Students will work with various critical social theories and analytical tools to think through teacher narratives, historical and sociological texts, film, policy debates, guest presentations, and other sources. Assignments will include conducting interviews with educators and producing mixed media projects that reframe educator identities.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 045. Literacies and Social Identities**

*This course explores the intersections of literacy practices and identities of gender, race, class, religion, ethnicity, and sexual orientation within communities of practice. It includes but is not limited to school settings. Students will work with diverse theory and analytical tools that draw on educational, anthropological, historical, sociological, linguistic, fictional, visual, popular readings and "scenes of literacy" from everyday*

*practice. Fieldwork may be required and includes a Learning for Life partnership, tutoring, or community service in a literacy program.*  
Social sciences.

Writing course.

1 credit.

Eligible for GSST, LALS.

Fall 2022. Anderson.

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

## **EDUC 046. Race, Nation, Empire and Education**

*(Cross-listed as SOAN 040M)*

*Drawing on anthropology, history, and cultural studies, this course develops frameworks for understanding the historical and contemporary role of education in race-making, nation-building, and empire-building projects. We focus on how educational processes shape the material, cultural, psychological, socioeconomic, and political aspects of people's lives, and how these contend within a changing global landscape. Topics include: education's dual role in settler colonialism and its potential for decolonization; scientific racism as it relates to discourses about intelligence; institutions of higher education and their entanglements with slavery and imperialism; education in colonial and post-colonial settings; legislating bodies and intimacies among young women of color; and education as a site for producing hegemonic notions of the ideal citizen-subject. This course includes films, guest speakers, and field trips to enhance the learning process.*

Social sciences.

1 credit.

Eligible for BLST

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

## **EDUC 048. From the Undercommons: Ethnic Studies and Education**

*What is ethnic studies? How can ethnic studies be part of efforts to transform educational and social conditions today from the position of the undercommons? This course is an examination of the origins, theories, pedagogies, politics, and policies that have come to define ethnic studies in US education. What key historical events and struggles in U.S. society and education have contributed to ethnic studies as an "undiscipline," and as curriculum? Colonialism, race, ethnicity, nationalism, diversity, inclusion, segregation, community control, resistance and survivance, are among the potential topics to be examined in relation to ethnic studies pedagogies, policies, and social movements in formal (N-Higher Ed) and informal (afterschools, CBOs, museums, social movements, etc) settings. Coupled to this inquiry will be a weekly field assignment where students will be collaborating with educators (N-Higher Ed) in crafting or further developing curricular projects that apply an ethnic studies lens.*

Social science.

1 credit.

Eligible for LALS, BLST

Fall 2022. Mayorga.

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

## **EDUC 053. Educating Emergent Bilinguals**

*(Cross-listed as LING 053)*

*Emergent bilingual youth-- those students who speak another language at home and are in the process of learning English at school-- are one of the fastest growing and most underserved populations in U.S. schools today. This course examines their experiences through multiple lenses, exploring the impact of immigration policy on schools, linguistic discrimination and English-only ideologies, theories of bilingualism and language development, policies and practices for teaching multilingual students, and asset-based approaches to curriculum, instruction, and parent engagement. Students in the course complete weekly fieldwork in area classrooms serving emergent bilinguals and a small-group study of the neighborhood and school context. Required for students pursuing teacher certification and an essential first course for the ESL Program Specialist certificate.*

*Prerequisite: EDUC 014 or permission of the instructor.*

Social sciences.

1 credit.

Eligible for LALS, ESCH.

Fall 2021. Weinberg.

Fall 2022. Allard.

Fall 2023. Staff.



Catalog chapter: *Educational Studies*  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 054. How children talk to each other: Oral and written language**

*(Cross-listed as LING 054)*  
Social sciences.  
1 credit.  
Fall 2021. Napoli.  
Catalog chapter: *Educational Studies*  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 056. TESOL Methods: Theory in Practice**

*This hands-on course in Teaching English to Speakers of Other Languages (TESOL) provides students with experience designing and delivering content, and theme-based instruction for emergent bilinguals. Through readings in applied linguistics and language pedagogy, collaborative group work, and weekly apprenticeship in an ESOL classroom, students explore current issues and approaches to ESOL curriculum development, pedagogy, and assessment while developing the skills they need to support emergent bilinguals in ESOL and content classrooms, K-12. Required for the ESL Program Specialist Certificate.*  
Prerequisite: EDUC 053  
Social sciences.  
1 credit.  
Spring 2023. Allard.  
Catalog chapter: *Educational Studies*  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 061. Gender and Education**

*This course examines how gender relations shape everyday life in schools. The course begins with the history and theory of gender and education in the United States, and then explores popular discourse and key debates in the field, with a focus on the core themes of access and equity in urban schools; the intersections of race, class, and sexuality; and the implications of gender issues for school policy and classroom practice. The goal is a reconsideration of what constitutes effective schooling for all students*  
Prerequisite: EDUC 014 or permission of the instructor.  
Social sciences.  
1 credit.  
Eligible for GSST.  
Fall 2021. Nelson.  
Fall 2023. Staff.  
Catalog chapter: *Educational Studies*  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 062. Sociology of Education**

*(Cross-listed as SOCI 062B)*  
*This course will examine urban schools and classrooms in the United States from a sociological perspective. Students are introduced to the theory and method of the sociological study of education, and the core issues taken up in the field, such as social stratification and mobility, and educational equity and opportunity. Emphasis will be placed on the influence of local, state, and federal policies on the social organization of schools, relationships among social actors within these institutions, and patterns of inequality in what students learn. Variation among these issues will be primarily explored through race and ethnicity, citizenship status and native language, gender and sexual orientation, and disability/ability. The course will conclude with applying knowledge in the field to policy and practice at the PreK-12 and postsecondary level.*  
Social sciences.  
Writing course.  
1 credit.  
Catalog chapter: *Educational Studies*  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 064. Comparative Education**

*This course examines key issues and themes in education as they play out in local and global contexts around the world. We use case studies to explore the roles of local, national, and international actors and organizations in the construction of educational policy and practice. Topics will include immigration and schooling, equity, curriculum goals and constructs, and education in areas of conflict.*

*Prerequisite: EDUC 014 or permission of the instructor.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GBLB- Core*

*Fall 2021. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 065. Educational Research for Social Changes: Qualitative Methods**

*How can educational research change policy and practice? How can educational research be anti-racist, anti-colonialist, and useful in both theory and practice? Students learn the basics of qualitative research methodology as they participate in a research. Topics include developing a question, reviewing literature, collecting and analyzing data, and communicating findings for various audiences. This course is essential for students planning to write 1- or 2-credit theses in Educational Studies.*

*Prerequisite: EDUC 014 and an intermediate level educational studies course.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH.*

*Spring 2022. Smulyan.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 066. College for All? Critical Issues in Higher Education**

*In this course, students will examine institutions of higher education as spaces within which individuals and social structures are both reproduced and recreated. Questions to be explored include: How has the history of US postsecondary education shaped the present? What are the goals of the many different forms of postsecondary institutions? Who has access - and who controls that access? How do institutional structures and cultures impact student learning, student identity, and student experience? The course will focus explicitly on how institutions and student experiences are shaped by the intersections of race, class, gender, sexual orientation.*

*Prerequisite: EDUC 014.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 067. Fight for #PhIEd: Urban Educational and Environmental Justice**

*This course examines urbanism and environmental justice as seen through the lens of urban education politics. Course readings, discussions and related field experiences will focus on key issues and debates confronting urban education as it relates to urban development and environmental sustainability and justice. We will draw on theories and approaches from critical geography and critical theories of race and political economy to examine research, policy, pedagogy and social movements as vehicles for addressing the challenges that shape the conditions of teaching, learning and community development. We will focus on - and try to build alongside - the city of Philadelphia, its racially and ethnically diverse communities, and its public schools.*

*Taught in Philadelphia as part of the Tri-Co Philly Program.*

*Prerequisite: Admission to the Tri-Co Philly Program, or permission of instructor.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Educational Studies.*

*Department website: <https://www.swarthmore.edu/educational-studies>*

### **EDUC 068. Urban Education**

*(Cross-listed as SOAN 020B)*

*Drawing on anthropology, sociology, history, urban studies, and cultural studies, this course challenges popular notions of "urban education" rooted in deficit thinking. We consider "urban" as a lens for conducting a spatial analysis of inequalities, and "education" as an expansive concept that indexes the formal institution of schools, as well as informal youth culture. We also consider education's dual role in exacerbating inequalities, and its potential as sites of resistance, refusal, and liberation. Course topics include: market-based school reform, pedagogies of resistance, youth culture and the semiotics of language and fashion, school to prison pipeline, and segregation and integration. This course focuses on Philadelphia as a case study, and includes fieldwork, films, guest speakers, and field trips to enhance the learning process.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS, ESCH.*

*Fall 2022. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 069. The Facts and Economics of Education in America**

*(Cross-listed as ECON 046)*

*EDUC 014 is required to receive Educational Studies Department credit for this course.*

*Prerequisite: ECON 001 and any statistics course (or the consent of the instructor). EDUC 014 is strongly recommended.*

*Social sciences.*

*1 credit.*

*Spring 2022. Kuperberg.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 070. Outreach Practicum**

*This course is offered in conjunction with the Lang Center for Civic and Social Responsibility. It is designed to support students involved in educational and community-based outreach in urban settings. Students' volunteer experiences will provide text and case material for course work. Historical grounding in the construction of cities in general, and Chester, PA, in particular, will be provided. Criteria for effective practices will be identified for the range of volunteer roles in community service projects.*

*0.5 or 1 credit.*

*Eligible for ESCH.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 072. Humanitarianism: Educ & Conflict**

*Cross-listed as PEAC 072.*

*This course will introduce students to the theory and practice of humanitarianism and, specifically, the provision of education as a humanitarian intervention-what practitioners call "education in emergencies." The course will delve into the foundations and history of humanitarianism and track how humanitarian intervention evolved over the course of the 20th century, broadening and deepening in scope. It will explore continuing debates over the appropriateness of education as a humanitarian intervention and examine what types of educational interventions are prioritized by humanitarian agencies, as well as the goals that those interventions are trying to achieve. For example, what is the relationship between education and conflict and how do education in emergencies providers intervene to alter that relationship? Students will have the opportunity to study specific examples of education in emergencies programming in countries such as Afghanistan, Colombia, Nepal, Sierra Leone, and Syria, and to hear from guest speakers working in the field of education in emergencies. The course will encourage students to apply what they have learned to policy-oriented exercises.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Fall 2021. Kapit.*

*Fall 2023. Kapit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 073. Creative Writing Outreach Course**

*(Cross-listed as ENGL 070L)*

*Where do arts, education and activism meet? In this course students will explore artistic affinities through creative writing activities and consider arts education and advocacy through diverse texts. Students will cultivate skills necessary to becoming Teaching Artists in imaginative writing at the elementary level through coursework as well as through volunteer placement in local schools. Topics covered include: creative curriculum development and presentation, educational climate for grades K-5 and teaching pedagogy.*

*Graded CR/NC.*

*Humanities.*

*1 credit.*

*Eligible for ESCH.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 075. Introduction to Science Pedagogy: Theory and Practice**

*(Cross-listed as PHYS 095)*

*This course is designed for students who are interested in learning about issues surrounding science education, particularly at the high school and college level. How do students most effectively learn science? How can we facilitate this learning process as instructors and educators? How do we best assess whether such learning is happening? Since the course will integrate educational theory with concrete, practical strategies for becoming better teachers, it will be particularly relevant for students currently serving as Science Associates (or those who are interested in being Science Associates.) We will touch on issues related to students' conceptual development and conceptual change, collaborative learning, as well as practical issues encountered when engaging in responsive, interactive teaching. This is a seminar course where students are responsible for weekly readings (1-2 papers per week from the education research literature), in class discussions, and brief written reflections. Students will be encouraged to bring to the discussion their own unique experiences as both science students and science teachers.*

*Instructor approval required for enrollment.*

*0.5 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 076. Pre Student Teaching Practicum**

*In this field-based practicum for students pursuing teacher certification, students will progress from observing, to working with individuals and small groups, to planning and teaching a full class lesson. Students will be placed in a classroom for 4-5 hours/week at the same grade level and/or subject level at which they will student teach. Supervision will be provided. Open to sophomores and juniors (and seniors pursuing the 9th semester) who plan to student teach.*

*Graded CR/NC.*

*0.5 - 1 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 077SR. Food, Land and Healing**

*(Cross-listed with ENVS 077SR).*

*Grounded in place, this course will explore the relationship between food, land, and healing by making connections with urban farmers in Philadelphia and caring for the Good Food Garden on campus. Centering the work of Black, Brown, and Indigenous thinkers and practitioners, topics may include the intersection of food and identity, food sovereignty and agroecology, commoning and land justice, land-based pedagogy, and healing praxis. Coursework will include readings, journaling, and an "action" project of the student's choosing. Field trips may include visits to the North Philly Peace Park, Soil Generation, and Urban Creators.*

*Social science.*

*1 credit.*

*Catalog chapter: Educational Studies.*

*Department website: <http://www.swarthmore.edu/educational-studies/courses>.*

## **EDUC 078SR. Schooling to Education: How Restorative Practices Can Transform Public Schools**

*This course will examine the ways Restorative and Transformative Justice approaches are, or could be, applied within under-resourced American public schools. Students will engage with both philosophical and practical considerations around justice and punishment within the context of public education. Through a combination of theoretical readings, case studies, and field placement within a public school, students will*

*deepen their understanding of how practices underlying Restorative and Transformative Justice could work within the context of public education.*

*Social sciences.*

*1 credit.*

*Department website: [www.swarthmore.edu/educational-studies](http://www.swarthmore.edu/educational-studies)*

### **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.*

*Graded CR/NC.*

*0.5 - 1 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 091B. Special Topics**

*With permission of the instructor, students may choose to pursue a topic of special interest by designing an independent reading or project that usually requires a comprehensive literature review, laboratory work, and/or field-based research.*

*0.5 - 1 credit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 092. Curriculum and Methods**

*This seminar is taken concurrently with EDUC 093 by students pursuing teacher certification. The goal of this course is to explore praxis: the application of educational research and theory to the classroom practices of student teachers. 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; multicultural, nonracist, and nonsexist education; and the legal rights of students and teachers. As part of the seminar, students take a series of special methods workshops, tailored to their content area. Required for students pursuing teacher certification*

*Social sciences.*

*2 credits.*

*Fall 2021. Staff.*

*Fall 2022. Bradley.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 093. Practice Teaching**

*This course involves supervised full-time teaching in either secondary or elementary schools for students pursuing teacher certification. Students pursuing certification must take EDUC 092 concurrently. (Single-credit practice teaching may be arranged for individuals not seeking certification.)*

*Social sciences.*

*2 credits.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 096. Thesis**

*Normally in conjunction with a special major.*  
*Social sciences.*  
*Writing course.*  
*1 - 2 credits.*  
*Fall 2021. Staff.*  
*Catalog chapter: Educational Studies*  
*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 097. Thesis**

*Normally in conjunction with a special major.*  
*Social sciences.*  
*Writing course.*  
*1 - 2 credits.*  
*Spring 2022. Staff.*  
*Fall 2023. Staff.*  
*Catalog chapter: Educational Studies*  
*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 098. Psychology and Educational Studies Thesis**

*Normally in conjunction with a special major.*  
*Social sciences.*  
*1 - 2 credits.*  
*Catalog chapter: Educational Studies*  
*Department website: <http://www.swarthmore.edu/educational-studies>*

## **Seminars**

*Honors seminars are open to all students. Priority is given to Honors majors and minors.*

### **EDUC 121. Motivation and Learning**

*This seminar focuses on general developmental principles specific to understanding motivation and its relation to learning. Seminar foci include: (1) use of the literatures in cognitive, developmental, educational, and social psychology, the learning sciences, neuroscience to identify key indicators of motivation and learning; (2) preparation of a literature review on a topic of the student's choice related to motivation and learning; and (3) collaborative work on an evaluation research project addressing a "live" issue or problem identified by a stakeholder (e.g., teacher, school, or community organization).*

*Honors candidates must take the seminar for two credits, course students may opt to take it as a 2- or a 1- credit seminar.*

*Prerequisite: EDUC 021 Educational Psychology, or permission of the instructor.*

*Social sciences.*  
*Writing course.*  
*2 credits.*  
*Spring 2022. Renninger.*  
*Spring 2024. Renninger.*  
*Catalog chapter: Educational Studies*  
*Department website: <http://www.swarthmore.edu/educational-studies>*

### **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.*

*Prerequisite: EDUC 014 and an additional course in the 060s.*

*Social sciences.*  
*Writing course.*  
*2 credits.*

Eligible for ESCH.  
Fall 2021. Smulyan.  
Catalog chapter: Educational Studies  
Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 133. Race, Boyhood, and Education**

*(Cross-listed as BLST 133)*

*This seminar examines the lives of Black boys in U.S. schools and classrooms. Black boyhood and Black masculinity are utilized as frameworks to interpret how aspects of school life influence their learning and identities, such as teacher expectations, school discipline policy, and special education referral processes. Rooted in boys' agency and resistance, its goal is to inform a (re)imagining of educational spaces in ways that cultivate the promise of Black boys, and other boys (and girls) of color.*

*Social sciences.*

*2 credits.*

*Eligible for BLST, GSST.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 151. Read, Make, and Mend the World: Anti-racism through books, materials, and literacy practices**

*While delving deeply into literacies and curriculum theories, and recent research, such as that which recognizes that prior knowledge is more predictive of reading success than other factors (Korbey, 2020), we will build a humanistic, book-centered, anti-racist, interdisciplinary elementary curriculum. We will use the many beautiful, diverse, celebratory, children's books published in the last decade about Black Americans who work with their hands and minds -- quilters, painters, reclamation artists, puppet-makers, basketmakers. We will create an engaged set of experiences for teachers and children that celebrate and honor the accomplishments of Black and other underrepresented Americans, to work for an anti-oppressive state of literacy curricula that honors people's spoken and visual languages, and choose books intentionally to develop spirit-serving, uplifting, empathetic, honoring, engaging, and critical spaces for young readers. We will focus on creating mirrors, windows, and doors for children's expanding identities through literature, diverse role models, community exploration and celebration, artifact finding and making, and honoring the essential, hope-engendering, and artful work that people do in their everyday lives. In doing so we will use Gholdy Muhammad's Historically Responsive Literacy (HRL) model.*

*Prerequisite: EDUC 014 and an additional course in the 040-060s. Either EDUC 042 or EDUC 045 is highly recommended.*

*Social sciences.*

*Writing course.*

*2 credits.*

*Eligible for ESCH.*

*Spring 2023. Anderson.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 152. Immigration and Education**

*In this research seminar, students will study intersections between immigration and education policy and practice in the United States. Through readings on historical and contemporary immigration and schooling, students will consider the shifting goals and approaches to educating immigrant youth in the U.S. and the ways in which immigration policies impact the everyday experiences and future prospects of immigrant youth at different ages and educational stages. Students will conduct a literature review on an immigrant population of their choice and will develop qualitative research skills through a group research project on current immigration and education policy. Students' research will culminate in a short film, piece of public scholarship, or journal article, depending on students' interests and strengths.*

*Prerequisite: 2 Courses in Educational Studies or permission of the instructor. Eligible for LALS credit.*

*1 or 2 credits.*

*Eligible for LALS*

*Spring 2023. Allard.*

### **EDUC 153. Latinos and Education**

*Amidst talk of a border wall and "bad hombres", ramped up deportations, and rising unease about immigration and educational policy shifts to come, what can schools and teachers do to support Latino students and families? This Honors research seminar will explore the schooling experiences of Latinos in the U.S. with a special focus on confronting the challenges undocumented students face in the current era. Participants*

will examine questions around educational quality and access, language and culture, immigration and demographic change, curriculum and pedagogy, and community activism in relation to Latino education.

Prerequisite: EDUC 014 and one additional course in Educational Studies or Latin American and Latino Studies.

Social sciences.

1 or 2 credits.

Eligible for LALS

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 161. Politics, Policy and Education**

*Policy, Politics & Education is an honors seminar that explores the intersections of social policy, urban politics, and urban schooling. Drawing on a racial-economic analytic framework we will study the geo-political formation of U.S. cities (Philadelphia serves as our primary case study), policy and social movement. We will also look at urban education policy and pedagogical practices. With this literature as a foundation, students will receive training in the theories and methods of critical, participatory action research (CPAR). Over the course of the semester students work in small groups with a Philadelphia school or an education-focused&nbsp;based organization (CBO). In consultation with their partnering organization, student groups will develop and implement a CPAR project.*

*Honors candidates and students using this seminar as the capstone must take the seminar for two credits, course students may opt to take it as a 2- or a 1- credit seminar.*

Prerequisite: EDUC 014.

Recommended: EDUC 068 and EDUC 041

2 credits.

Spring 2022. Mayorga.

Spring 2024. Mayorga.

Catalog chapter: Educational Studies

Department website: <http://www.swarthmore.edu/educational-studies>

### **EDUC 166. College for All? Challenges in Higher Education.**

*In this seminar, students will examine institutions of higher education as spaces within which individuals and social structures are both reproduced and recreated. Questions to be explored include: How has the history of US postsecondary education shaped the present? What are the goals of the many different forms of postsecondary institutions? Who has access - and who controls that access? How do institutional structures and cultures impact student learning, student identity, and student experience? The seminar will focus explicitly on how institutions and student experiences are shaped by the intersections of race, class, gender, sexual orientation.*

Prerequisite: EDUC 014 Pedagogy and Power: Introduction to Education

Prerequisite: EDUC 014

Social science.

Writing course.

2 credits.

Fall 2022. Smulyan.

Catalog chapter: Educational Studies

Department website: <https://www.swarthmore.edu/educational-studies>

### **EDUC 167. Education, Race, and the Law**

*This course explores the struggle for racial equality in education through examining federal and state lawsuits. We will look at changing ideologies about race and inequality, moving from the notion of "separate but equal" in Plessy v. Ferguson, to "separate as inherently unequal" in Brown v. Board of Education, to today's school funding lawsuits which strategically sidestep the use of race as a legal argument. Students will develop theoretical frameworks, drawn from the fields of legal anthropology and critical race theory. Since this is a community-based learning (ESCH) course, fieldwork and research is a major component of the course. In addition to readings, assignments, and class time, students will conduct interviews with lawyers and judges from past school funding lawsuits. Students will also partner with local groups that are active in the campaign for school funding to learn about and contribute to advancing racial equality in education.*

Prerequisite: EDUC 014 and one other educational studies course.

Social sciences.

2 credits.

Eligible for ESCH, BLST.

Catalog chapter: Educational Studies.

Department website: <http://www.swarthmore.edu/educational-studies>.



## **EDUC 180. Honors Thesis**

*A 2-credit thesis is required for students completing special honors majors including educational studies. The thesis may be counted for 2 credits in educational studies or for 1 credit in educational studies and 1 credit in the other discipline in the student's Honors Program.*

*Writing course.*

*2 credits.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **Engineering**

### **Faculty**

**ERIK CHEEVER, Professor**

**MAGGIE DELANO, Assistant Professor<sup>3</sup>**

**ERICH CARR EVERBACH, Professor**

**VIDYA GANAPATI, Assistant Professor<sup>1</sup>**

**NELSON A. MACKEN, Professor<sup>2</sup>**

**LYNNE ANN MOLTER, Professor and Interim Chair**

**ALLAN MOSER, Visiting Professor**

**FIONA O'DONNELL, Visiting Assistant Professor**

**STEPHEN PHILLIPS, Visiting Assistant Professor**

**MICHAEL PIOVOSO, Visiting Professor**

**SOPHIA PLATA, Visiting Assistant Professor and Postdoctoral Fellow**

**MATTHEW A. ZUCKER, Associate Professor and Chair<sup>3</sup>**

**ANN RUETHER, Academic Support Coordinator**

**EDMOND JAUDI, Electronics, Instrumentation, and Computer Specialist**

**J. JOHNSON, Machine Shop Supervisor**

**CASSY BURNETT, Administrative Coordinator**

*<sup>1</sup> Absent on leave, Fall 2021*

*<sup>2</sup> Absent on leave, Spring 2022*

*<sup>3</sup> Absent on leave, 2021-2022*

*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.*

### **The Academic Program**

*As stated in the introduction of this catalog, Swarthmore seeks to help its students realize their full intellectual and personal potential, combined with a deep sense of ethical and social concern.*

*Within this context, the Engineering Department seeks to graduate students with a broad, rigorous education, emphasizing strong analysis and synthesis skills. Our graduates will be well rounded and understand the broader impacts of engineering. They will have the skills to adapt to new technical challenges, communicate effectively, and collaborate well with others.*

*The Engineering Department and its students provide to the College community a unique perspective that integrates technical and nontechnical factors in the design of solutions to multifaceted problems.*

## Objectives

*Graduates of our program will be able to demonstrate the ability to:*

- Be flexible and resourceful, able to learn and apply new knowledge, and to adapt successfully to novel circumstances and challenges.*
- Communicate and work effectively with people with a broad variety of backgrounds at both a technical and nontechnical level.*
- Apply engineering principles and methodology to the design and analysis of systems and to the solution of a wide variety of problems.*
- Consider scientific, technologic, ethical, societal, economic, political and/or environmental issues in a local or global context, as appropriate.*

## Course Major

*Engineering majors must complete requirements from two categories: (1) 12 engineering credits and (2) 8 credits in math and science, at least 3 in math and 3 in science. No courses taken at Swarthmore and intended to satisfy these departmental requirements may be taken credit/no credit, except those taken fall semester in the first year. The requirements are detailed below, with math and science discussed separately.*

## Math and Science Requirement

*To fulfill the math and science requirement for the engineering major, students must receive at least eight credits in math and science (for this purpose science is defined as biological, chemical, and physical sciences). All of the courses used to fulfill the requirement must be acceptable for the minimal major in the offering department. The science courses must include two credits of college level physics, and one credit of either biology or chemistry. All but one of the science courses must include a substantial laboratory component. Students must have either placement or credit for: Elementary Single Variable Calculus (MATH 015); Further Topics in Single Variable Calculus (MATH 025); Several-Variable Calculus (MATH 033, MATH 034, or MATH 035); and Differential Equations (MATH 043 or MATH 044). The minimal requirement is three credits in Mathematics. Students are recommended to take Linear Algebra (MATH 027 or MATH 028), which can count as a fifth math credit of the eight required math and science credits.*

## Engineering Requirement

*Students majoring in engineering are required to take seven credits from the engineering core courses: Mechanics (ENGR 006), Electric Circuit Analysis (ENGR 011), Linear Physical Systems Analysis (ENGR 012), Experimentation for Engineering Design (ENGR 014), Fundamentals of Digital and Embedded Systems (ENGR 015) or Numerical Methods for Engineering Applications (ENGR 019), Thermofluid Mechanics (ENGR 041) and Engineering Design (ENGR 090). ENGR 019 may count as an engineering elective if taken after ENGR 015 (and vice versa).*

*In their first semester students typically will take 1.0 credit of engineering, choosing between Electric Circuit Analysis (ENGR 011) and Fundamentals of Digital and Embedded Systems (ENGR 015) in accordance with their interests and high school preparation. A student with a very full schedule in the first semester can also opt to take no engineering courses until the spring without falling behind in degree requirements. Mechanics (ENGR 006) is usually taken in the spring of the first year. Linear Physical Systems Analysis (ENGR 012) and Experimentation for Engineering Design (ENGR 014) are usually taken in the spring of the sophomore year. Numerical Methods for Engineering Applications (ENGR 019) can be taken in the spring of the sophomore, junior or senior year. Thermofluid Mechanics (ENGR 041) can be taken in the fall of the junior or senior year. Engineering Design (ENGR 090) is the culminating experience for engineering majors and must be taken by all majors in spring of senior year. Submission and oral presentation of the final project report in Engineering Design constitutes the comprehensive examination for engineering majors.*

## Elective Program for Course Majors

*Each student devises a program of advanced work in the department in consultation with his or her adviser. The choice of electives is submitted for departmental approval as part of the formal application for a major in engineering during the spring semester of the sophomore year.*

*A student's elective program may or may not conform to some traditional or conventional area of engineering specialization (e.g., computer, electrical, mechanical, or civil). The department therefore requires each plan of advanced work to have a coherent, well-justified program that meets the student's stated educational objectives.*

*At most one credit of directed reading (ENGR 093) may be counted for the major.*

*At most one Swarthmore course taught by a faculty member outside the Engineering Department can count as one of the 12 engineering credits required for the major.*

*Normally a maximum of 2.5 transfer credits that are preapproved by the Engineering Department will be accepted as partial fulfillment of the 12 engineering credits required for the major. Exceptions to this rule include students who transfer to Swarthmore and others with special circumstances; the amount of credit accepted in their cases will be determined on a case-by-case basis by the department chair.*

*Students should be aware that most lecture courses at other institutions carry only 0.75 Swarthmore credits, unless they include a full lab sequence. Students who wish to receive credit for courses taken at other institutions, including those taken abroad, as partial fulfillment of the requirements for the major should consult their academic advisers and the chair of the Engineering Department as early as possible to ensure that all requirements are met.*

*The courses available for traditional elective programs include the following:*

- *Electrical engineering group. Electronic Circuit Analysis, Physical Electronics, Electromagnetism, Communication Systems, Digital Signal Processing, and Control Theory and Design. Students having an interest in digital systems might replace one or more of these courses with Embedded Systems, Principles of Computer Architecture, Mobile Robotics or Computer Vision.*
- *Computer engineering group. Principles of Computer Architecture, Embedded Systems, Computer Graphics, Computer Vision, Computational Optics, Mobile Robotics, Operating Systems, and Compilers. Students with an interest in computer hardware may include Electronic Circuit Analysis, Physical Electronics, Digital Signal Processing, and Control Theory and Design.*
- *Mechanical engineering group. Mechanics of Solids, Fluid Mechanics, Heat Transfer, Thermal Energy Conversion, Solar Energy Systems, and Control Theory and Design.*
- *Civil and environmental engineering group. Mechanics of Solids, Structural Analysis, Geotechnical Engineering: Theory and Design, 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 Design for those interested in architecture and construction. Other recommended courses include Solar Energy Systems and Fluid Mechanics.*

## Course Minor

## Academic Advising

*Students interested in pursuing a minor must have a faculty member within the Engineering Department to advise them. If possible, this faculty member should have interests that overlap the area of the minor. Students who encounter difficulties in identifying an adviser should seek the assistance of the chair of the Engineering Department. Students who plan to minor in engineering should regularly consult their engineering advisers. The sophomore papers of engineering minors should indicate the plan to minor and the courses chosen to fulfill the minor.*

## Requirements

*A minimum of 5 credits in engineering is required, of which at least 2 but not more than 3 must be core courses (ENGR 006, ENGR 011, ENGR 012, ENGR 014, ENGR 015, ENGR 019 or ENGR 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. 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.*

*At most one Swarthmore course taught by a faculty member outside the Engineering Department can count as one of the 5 engineering credits required for the minor.*

*Supporting work in mathematics, physics, chemistry, and computer science is necessary only when designated as a prerequisite to an individual engineering course.*

*No directed readings (ENGR 093) may be used as one of the 5 credits for the minor.*

*A maximum of 1 transfer credit that is preapproved by the Engineering Department will be accepted as partial fulfillment of the minor requirements. Transfer credits will not count for any of the three courses used to fulfill the core course requirement of the minor. 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

*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 majors must complete the same requirements as course majors in engineering.*

*The honors major in engineering is a four-examination program that includes three preparations in engineering (the major) and one minor preparation. Each area comprises 2 credits of work. The preparations may include ENGR 090 and/or one other core course.*

*The minor preparation must comprise at least 2 credits of work approved by any department or program outside engineering.*

*Each major candidate must accumulate 12 credits in engineering, including ENGR 090, and the same number of science and math credits as required of course majors.*

*If one of the major preparations includes ENGR 090, it must be paired with an appropriately related upper-level engineering elective or a 1-credit honors thesis to be completed in the fall semester of senior year. Honors thesis credit may not substitute for any of the 12 engineering credits required for the bachelor of science. Candidates who choose an honors thesis will complete at least 13 credits in engineering and 33 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.*

## Honors Minor

*Every engineering honors minor preparation must include two related upper-level engineering electives for which all prerequisites must be satisfied. 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.*

*Prospective engineering majors and minors receive more specific information about Course and Honors Programs from the department each December. Additional information is also available on the Engineering Department website.*

## Application Process Notes for the Major or the Minor

*A form to aid in planning a proposed program of study is available on the department website. This form must be completed and submitted as part of the Sophomore Plan. All engineering courses are to be listed on this form in the appropriate semesters. Check prerequisites carefully when completing the program planning form. Courses, prerequisites and their availability are listed in the College Catalog. Note that many courses are offered yearly, others in alternate years, and some only when demand and staffing permit. An updated prospective two-year schedule is also available on the website.*

## Courses Readily Available to Students Not Majoring or Minor in Engineering

*Problems in Technology (ENGR 003), Art and Engineering of Structures (ENGR 007) and Fundamentals of Food Engineering (ENGR 010) are designed for students contemplating only an introduction to engineering. Mechanics (ENGR 006) is primarily for prospective majors, but other interested students, particularly those preparing for careers in architecture or biomechanics, are encouraged to enroll. Environmental Protection (ENGR 004A), Operations Research (ENGR 057), Solar Energy Systems (ENGR 035), Water Quality and Pollution Control (ENGR 063) and Environmental Systems (ENGR 066) appeal to many students majoring in other departments, particularly those pursuing an environmental studies major or minor. Students interested in computers, including computer science majors or minors, may wish to consider Fundamentals of Digital and Embedded Systems (ENGR 015), Principles of Computer Architecture (ENGR 025), Computer Vision (ENGR 027), and Mobile Robotics (ENGR 028) and Computational Optics (ENGR 030). Students majoring in the physical sciences or mathematics may enroll routinely in advanced engineering courses.*

*Note that Problems in Technology, Environmental Protection, Art and Engineering of Structures, and Fundamentals of Food Engineering 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.*

## Off-Campus Study

*Engineering majors or minors considering off-campus study should consult their academic advisors as early as possible to ensure that all requirements are met.*

*Students should obtain advance approval from the department before taking any course off-campus (including courses at the University of Pennsylvania) intended to count towards the major or minor. The faculty member in the department whose teaching/research area overlaps most closely with the course will review the course syllabus and other available information in consultation with the department chair.*

*Most Engineering courses at other institutions carry only 0.75 Swarthmore credits unless they include a full lab sequence.*

## Engineering Courses

### **ENGR 003. Problems in Technology**

*For students not majoring in science or engineering, this course will concentrate on the automobile and its impact on society. Class time will cover the principles of operation of vehicles and student lead discussions on related technical, political, social, and economic issues. Possible laboratory topics include evaluating alternative power systems (e.g., solar, hydrogen, and electric); investigating alternative fuels; and understanding existing automotive components. Enrollment is limited. Usually offered in alternate years.*

*Natural sciences and engineering practicum.*

*Writing course.*

*1 credit.*

*Eligible for ENVS, GLBL-core*

*Fall 2021. Macken.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 004A. 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. ENGR 004A may not be used to fulfill the requirements for the engineering major or minor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH and GLBL - Core.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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.*

*Prerequisite: MATH 015 is required. PHYS 003 is strongly recommended.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Spring 2022. O'Donnell, Moser.*

*Spring 2023. Everbach, O'Donnell.*

*Fall 2023. Everbach, Moser.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 007. Art and Engineering 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. Usually offered in alternate years.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for GLBL - Core.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 009. Engineering and Scientific Applications of Calculus**

*This half-credit course will focus on mathematical applications of single variable calculus, mainly from engineering and physics; it may also include some examples from other sciences if there is student interest. In addition, ENGR 009 will include a review of relevant pre-calculus topics. It is designed to give capable and hard-working students the best chance to excel in calculus, and is recommended for students who are interested in real-world contexts where calculus is used, including (but not limited to) potential science and engineering majors.*

*The course will meet twice weekly for a total of 2.5 hours, and have little outside work associated with it. Most of the time in class will be spent solving problems and doing group work. ENGR 009 may not be used to fulfill the requirements for the engineering major or minor, and is available only to students taking MATH 015 concurrently.*

*0.5 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 010. Fundamentals of Food Engineering**

*In this course, we will study the scientific principles that will enable students to understand why a variety of ingredients, recipes, and cooking processes function the way they do, and why they sometimes don't work as well as expected. The course will include lectures, demonstrations, and laboratory exercises. There are no prerequisites for this course, and it is open to all students, but it cannot be used to fulfill the requirements for a major or a minor in engineering.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Eligible for GLBL - Core.*

*Spring 2022. Molter.*

*Spring 2023. Molter.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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 linear differential equations to model electrical circuits, and to solve them for voltages and currents. Solutions will be formulated both in the time domain and in the frequency domain.*

*Prerequisite:*

*Corequisite: MATH 025 or its equivalent, or permission of the instructor.*

*Natural sciences and engineering practicum.*

*This course includes a laboratory.*

*1 credit.*

*Fall 2021. Molter, Piovoso.*

*Fall 2022. Molter, Staff.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **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, such as 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.*

*Prerequisite: ENGR 011 or the equivalent or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Spring 2022. Cheever, Ganapati.*

*Spring 2023. Molter, Ganapati.*

*Fall 2023. Cheever.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 014. Experimentation for Engineering Design**

*Students are introduced to measurement systems, instruments, probability, statistical analysis, measurement errors, and their use in experimental design, planning, execution, data reduction, and analysis. Techniques of hypothesis testing, confidence intervals, and single and multivariable linear regression are covered.*

*Prerequisite: MATH 025 or equivalent or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Writing course*

*Lab required.*

*1 credit.*

*Spring 2022. Piovoso, Plata.*

*Spring 2023. Piovoso, Plata.*

*Spring 2024. Staff.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 015. Fundamentals of Digital and Embedded Systems**

*This course will introduce students to the fundamentals of digital and embedded systems. Digital topics covered will include Boolean algebra, binary arithmetic, digital representation of data, gates, and truth tables. Students will also learn basic programming skills, and apply those skills to build embedded systems. Embedded topics include the link between hardware and software, analog to digital and digital to analog systems, and an introduction to actuators (LED's, speakers, servo motors, etc.) and sensors (buttons, accelerometers, microphones, etc.). In the laboratory students will implement a variety of systems with physical inputs and outputs. The course concludes with a self-chosen project.*

*Natural sciences and engineering practicum.*

*This course includes a laboratory.*

*1 credit.*

*Eligible for DGHU*

*Fall 2021. Cheever, Phillips.*

*Fall 2022. Delano, Phillips.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 019. Numerical Methods for Engineering Applications**

*(Cross-listed as MATH 024)*

*This course is geared towards students who want to know how to transform a set of equations on a page into a working computer program. Potential topics include root finding, discrete and continuous optimization, gradient descent, solution of linear systems, finite element methods, and machine learning. We will also discuss how real numbers are represented by computers, especially insofar as they affect precision and accuracy of calculations. Techniques will be applied in a series of projects focused on engineering applications.*

*Prerequisite: MATH 025 or its equivalent, or permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Fall 2021. Phillips.*

*Fall 2022. Ganapati.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 022. Operating Systems**

*(Cross-listed as CPSC 045)*

*Natural sciences and engineering practicum.*

*Lab required.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 023. Compilers**

*(Cross-listed as CPSC 075)*

*Natural sciences and engineering practicum.*

*Spring 2022. Palmer.*

*Fall 2023. Palmer.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 025. Principles of Computer Architecture**

*(Cross-listed as CPSC 052)*

*This course covers the physical and logical design of a computer. Topics include current microprocessors, CPU design, RISC and CISC, pipelining, superscalar processing, caching, virtual memory, assembly and machine language, and multiprocessors. Labs cover performance analysis via simulation and microprocessor design using CAD tools.*

*Prerequisite: ENGR 015, CPSC 031, or CPSC 035*

*Natural sciences and engineering practicum.*

*1 credit.*

*Spring 2023. Delano.*

*Fall 2023. Delano.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 026. Computer Graphics**

*(Cross-listed as CPSC 040)*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 027. Computer Vision**

*(Cross-listed as CPSC 072)*

*Computer vision studies how computers can analyze and perceive the world using input from imaging devices. Topics include line and region*



extraction, stereo vision, motion analysis, color and reflection models, and object representation and recognition. The course will focus on object recognition and detection, introducing the tools of computer vision in support of building an automatic object recognition and classification system. Labs will involve implementing both offline and real-time object recognition and classification systems.

*Prerequisite:* Either ENGR 019 or ENGR 056, or permission of the instructor. MATH 027 or MATH 028 is recommended.

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for COGS.*

*Spring 2022. Phillips.*

*Spring 2023. Phillips.*

*Fall 2023. Zucker.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 028. Mobile Robotics**

*(Cross-listed as CPSC 082)*

*This course addresses the problems of controlling and motivating robots to act intelligently in dynamic, unpredictable environments. Major topics will include mechanical design, robot perception, kinematics and inverse kinematics, navigation and control, optimization and learning, and robot simulation techniques. To demonstrate these concepts, we will be looking at mobile robots, robot arms and positioning devices, and virtual agents. Labs will focus on programming robots to execute tasks and to explore and interact with their environment.*

*Prerequisite:* Either ENGR 019 or ENGR 056, or permission of the instructor. MATH 027 or MATH 028 is recommended.

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Phillips.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 029. Embedded Systems**

*Connected systems that use embedded microcontrollers are becoming more and more pervasive, with applications in the car, home, and body. This course will explore how to design embedded systems using a reconfigurable microcontroller system. Topics will include biomedical signal acquisition and processing, numerical computation, and audio/video signal processing. This course includes a laboratory.*

*Prerequisite:* ENGR 015 or permission of the instructor.

*Natural Science and engineering practicum.*

*1 credit.*

*Spring 2023. Delano.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 030. Computational Optics**

*This course provides an introduction to computational optics and imaging, where camera hardware is co-designed with processing algorithms. Topics may include: geometrical and wave optics, PSF engineering, light field imaging, compressed sensing, time-of-flight imaging, Fourier optics, super-resolution, medical imaging, and virtual and augmented reality.*

*Prerequisite:* ENGR 019 highly recommended.

*Natural Science and engineering practicum.*

*Lab included.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **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.*

*Prerequisite: PHYS 004, MATH 025, some coding experience in a procedural computer language such as Matlab, Python, or C, or the permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Everbach.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Prerequisite: ENGR 006, ENGR 012, and MATH 033, MATH 034, or MATH 035.*

*Natural sciences and engineering practicum.*

*Lab and Problem session required.*

*1 credit.*

*Fall 2021. Macken, Moser.*

*Fall 2022. Macken, Everbach.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 051. Biomedical Signals**

*This course explores methods for the analysis of biomedical signals. The types of signals discussed in this course include those that emanate from electrical activity in the body, such as electrocardiograms (ECG), electroencephalograms (EEG), and electromyograms (EMG). In addition, this course will examine signals generated from external sources such as image data from x-rays, computed tomography (CT), magnetic resonance images (MRI), and ultrasound. Methods of analysis for biomedical signals and images studied in this course include standard digital signal processing techniques as well as newer time-frequency domain methods such as the wavelet transform. Applications of these methods include filtering, denoising, spectral estimation, and classification. Topics such as the Radon transform, used in tomographic reconstruction of image data, will also be covered.*

*Prerequisite: ENGR 012 or permission of instructor.*

*Natural sciences and engineering practicum.*

*Lab and project included.*

*1.0 credit.*

*Fall 2023. Moser.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 052. Computer-Aided Manufacturing and Procedural Design**

*Topics include computer-aided manufacturing (CAM) and digital fabrication technologies such as computer numerical controlled (CNC) machining and laser cutting. The course will provide a grounding in basic computational geometry relevant to CAM and CNC, focusing on the connections between tool paths, cutting tool types, and the shapes of the parts to be fabricated. Other areas of study include the effects of tool shape (e.g. rake angle), number of cutting surfaces, and feeds & speeds on machining quality and surface finish. Students will write programs implementing generative design techniques to directly emit sculptures and models in industry-standard file formats such as SVG, STL, and G-code that can be fabricated on equipment at Swarthmore.*

*Prerequisite: Either ENGR 015 or ENGR 019, or permission of the instructor. MATH 027 or MATH 028 is recommended.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2022. Zucker.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 053. Inclusive Engineering Design**

*Technology created by humans reflects our biases and priorities. Engineering a better world requires an interrogation of how we design. This course will combine critical works in technology studies with hands-on, student directed design projects. The course will be divided into three modules that will investigate the relationship between design and bodies, identities, and society. Readings will draw from fields such as disability studies and science and technology studies. Students will apply design methods such as universal design, human centered design, and critical design. This course is open to both Engineering students and non-majors with some previous design experience, such as Computer Science or Art majors.*

*Prerequisite: Any course involving design of physical objects or software, for example: ENGR 015, ENGR 006, CPSC 071, ARTT 050, THEA 004A, THEA 004B, THEA 004C, or permission of the instructor.*

*Natural Sciences and engineering practicum.*

*1.0 credit*

*Fall 2022. Delano.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 055. Statistical Signal Processing**

*A first-course on the theory and applications of statistical signal processing. Topic will benefit students interested in the design and analysis of signal processing systems, i.e., to extract information from noisy signals - radar engineer, sonar engineer, geophysicist, oceanographer, biomedical engineer, communications engineer, economist, statistician, physicist, etc. The course provides numerous examples, which illustrate both theory and applications for problems such as high-resolution spectral analysis, system identification, digital filter design, adaptive beamforming and noise cancellation, and tracking and localization.*

*Prerequisite: ENGR 014 and MATH 027*

*Natural science and engineering.*

*1 credit*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 056. Modeling and Optimization for Engineering**

*What is the optimal way to direct light into the body to destroy a tumor? What is the lightest bridge we can construct without the beams breaking? To answer such questions, students will learn how to generate a computer-based model of the physics, and then use optimization to make design decisions. The majority of the course will focus on optimization, and topics may include: constrained least-squares, linear programming, convex optimization, data-driven optimization, non-convex optimization, and deep learning.*

*Prerequisite: MATH 027 or MATH 028, MATH 043 or MATH 044, ENGR 012, ENGR 014, and ENGR 019 are required.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ESCH*

*Spring 2022. Ganapati.*

*Spring 2023. Phillips.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **ENGR 057. Operations Research**

*(Cross-listed as ECON 032)*

*This course introduces students to mathematical modeling and optimization to solve complex, multivariable problems such as those relating to efficient business and government operations, environmental pollution control, urban planning, and water, energy, and food resources.*

*Introduction to the AMPL computer modeling language is included. A case study project is required for students taking the course as a natural sciences and engineering practicum (ENGR 057). The project is optional for students taking the course as ECON 032.*

*Prerequisite: familiarity with matrix methods, especially solution of simultaneous linear equations, i.e., elementary linear algebra; but a full course in linear algebra is not required.*

*Natural sciences and engineering practicum only if taken as ENGR 057*

*1 credit.*

*Eligible for ENVS, ESCH*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Prerequisite: ENGR 012 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2023. Piovoso.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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, photo elasticity, and elastic and plastic theories.*

*Students are required to attend at the most four full labs the first half of the semester and the second half of the semester is self-scheduled.*

*Prerequisite: ENGR 006 or the equivalent.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2022. O'Donnell.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 060. Structural Analysis**

*This course covers fundamental principles of structural mechanics including statically determinate and intermediate analysis of frames and trusses, approximate analysis of indeterminate structures, virtual work principles, and elements of matrix methods of analysis and digital computer applications.*

*Offered in the fall semester of alternate years.*

*Prerequisite: ENGR 006, or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2021. O'Donnell.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Offered in the fall semester of alternate years.*

*Prerequisite: Grade of B or better in ENGR 006 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2021. O'Donnell.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 062. Structural Design**

*This course covers the behavior and design of steel and concrete structural members. Topics will include a discussion of the applicable design codes and their applications to structural design.*

*Normally offered in the spring semester of alternate years.*

*Prerequisite: ENGR 006 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Spring 2023. O'Donnell.*

*Fall 2023. Siddiqui.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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, storm water, and nonpoint pollution on natural waters, and environmental impact assessment.*

*Offered in the fall semester of alternate years.*

*Prerequisite: CHEM 010, MATH 025, or the equivalent or permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Plata.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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.*

*Prerequisite: Recommended: ENGR 057 or the equivalent, or the permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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.*

*Prerequisite: ENGR 012 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Spring 2022. Phillips.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 072. Electronic Circuit Applications**

*The student will design electronic circuits that sense the surroundings (light, temperature, sound...), process the signal, and respond via an actuator (motor, light...) or communication to a computer. Students will design and debug circuits, lay out printed circuit boards using CAD software, and solder the components onto the board. Electronic designs include those with diodes, op-amps for amplification and filtering of electronic signals, and power MOSFET transistors used as switching devices for actuators. Students will program microcontrollers, including on-chip peripherals, and write code to process interrupts. Mixed signal devices (A/D and D/A converters) are introduced and used throughout the course.*

*Prerequisite: ENGR 012 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2021. Cheever.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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.*

*Offered in the spring semester of alternate years.*

*Prerequisite: ENGR 011 or PHYS 008 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Spring 2023. Molter.*

*Fall 2023. Molter.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 074. Semiconductor Devices and Circuits**

*This course explores the operation and application of semiconductor devices, including diodes, transistors (bipolar and field effect) and other devices. This includes terminal characteristics of semiconductor devices and circuits, including small signal models of single and multi-transistor amplifiers, and transistor-level modeling of operational amplifiers. The course also examines the speed and input-output characteristics of logic devices, the design of power circuits and problems of stability and oscillation in electronic circuits.*

*Prerequisite: ENGR 011 or permission of the instructor.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 075. Electromagnetic Theory I**

*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. The lab will include optical applications using lasers, fiber and integrated optical devices, modulators, nonlinear materials, and solid-state detectors.*

*Offered in the fall semester of alternate years.*

*Prerequisite: ENGR 012, or PHYS 008, or permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Fall 2022. Molter.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 076. Electromagnetic Theory II**

*Advanced topics in optics and microwaves, such as laser operation, resonators, Gaussian beams, interferometry, anisotropy, nonlinear optics, modulation and detection. Laboratories for both courses will be oriented toward optical applications using lasers, fiber and integrated optical devices, modulators, nonlinear materials, and solid-state detectors. The lab will include optical applications using lasers, fiber and integrated optical devices, modulators, nonlinear materials, and solid-state detectors.*

*Offered as demand and staffing permits.*

*Prerequisite: ENGR 075 or a physics equivalent.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Offered in the spring semester of alternate years.*

*Prerequisite: ENGR 012 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2021. Moser.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 081. Thermal Energy Conversion**

*This course covers the development and application of the principles of thermal energy analysis to energy conversion systems. The concepts of availability, ideal and real mixtures, and chemical and nuclear reactions are explored.*

*Offered in the spring semester of alternate years.*

*Prerequisite: ENGR 041 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2023. Macken.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Offered in the spring semester of alternate years.*

*Prerequisite: ENGR 041 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Offered in the fall semester of alternate years.*

*Prerequisite: ENGR 041 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Fall 2022. Macken.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 086. Dynamics of Mechanical Systems**

*Rigid-body kinematics and kinetics in plane and three-dimensional motion; dynamics using energy, momentum, and variational methods of analysis. Application to electrodynamic systems and transducers. Matlab is used as a modeling tool for describing the linear and nonlinear*

*behavior of the systems considered.*

*Prerequisite: ENGR 006, ENGR 011 and ENGR 012; MATH 034/MATH 035 and MATH 043/MATH 044; or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab included.*

*1 credit.*

*Spring 2022. Everbach.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 087. Aerodynamics**

*The course will cover the fundamentals of subsonic aerodynamics, focusing on the characteristics of airfoils and wings and the history of human flight. Labs will include wind tunnel tests of different designs and the opportunity for students to research and present a topic of personal interest.*

*Prerequisite: ENGR 006 or ENGR 059 and MATH 033 MATH 034 or MATH 035*

*Natural sciences and engineering practicum.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <https://www.swarthmore.edu/engineering>*

## **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.*

*This class is available only to engineering majors.*

*Natural sciences and engineering practicum.*

*Writing course Spring only.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **ENGR 091. Special Topics**

*Special topics courses will be offered infrequently, subject to faculty interest and availability.*

*Special topics courses will normally include a lab, substantial project, or the equivalent.*

*1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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 a willing faculty supervisor in the department.*

*The student and faculty member will agree on a plan and scope of work at the beginning of the term. The student will typically meet weekly with the advisor and will produce written documentation of their work. Directed readings that count for the major are normally expected to include a lab, substantial project, or the equivalent.*

*.5 or 1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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. Offered only with departmental approval and faculty supervision.  
1 credit.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## 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 Signal Processing***

*ENGR 078 Communication Systems*

*ENGR 071 Digital Signal Processing*

### ***Computer Architecture***

*ENGR 025/CPSC 052 Principles of Computer Architecture*

*ENGR 029 Embedded Systems*

### ***Electromagnetic Theory***

*ENGR 075 Electromagnetic Theory I*

*ENGR 076 Electromagnetic Theory II*

### ***Electronics***

*ENGR 072 Electronic Circuit Applications*

*ENGR 073 Physical Electronics*

### ***Environmental Systems***

*ENGR 057/ECON 032 Operations Research*

*ENGR 066 Environmental Systems*

### ***Heat Transfer and Fluid Mechanics***

*ENGR 084 Heat Transfer*

*ENGR 041 Thermofluid Mechanics*

### ***Integrated Electronics***

*ENGR 072 Electronic Circuit Applications*

*ENGR 029 Embedded Systems*

### ***Mobile Robotics and Machine Vision***

*ENGR 027/CPSC 072 Computer Vision*

*ENGR 028/CPSC 082 Mobile Robotics*

### ***Signals and Systems***

*ENGR 058 Control Theory and Design*

*ENGR 071 Digital Signal Processing or ENGR 055 Statistical Signal Processing*

### ***Solar Thermal Systems***

*ENGR 035 Solar Energy Systems*

*ENGR 081 Thermal Energy Conversion or ENGR 084 Heat Transfer*

### ***Structural Analysis and Design***

*ENGR 060 Structural Analysis*

*ENGR 062 Structural Design*

***Structural Mechanics***

*ENGR 059 Mechanics of Solids*

*ENGR 060 Structural Analysis*

***Structures and Soil***

*ENGR 060 Structural Analysis*

*ENGR 061 Geotechnical Engineering: Theory and Design*

***Thermal Energy Conversion and Heat Transfer***

*ENGR 081 Thermal Energy Conversion*

*ENGR 084 Heat Transfer*

***Image Information and Processing***

*ENGR 027/CPSC 072 Computer Vision*

*ENGR 030 Computational Optics*

***Water Quality and Fluid Mechanics***

*ENGR 063 Water Quality and Pollution Control*

*ENGR 041 Thermofluid Mechanics*

***Water Quality and Supply Systems***

*ENGR 063 Water Quality and Pollution Control*

*ENGR 066 Environmental Systems*

## **English Literature**

### **Faculty**

**ELIZABETH BOLTON, Professor<sup>3</sup>**

**NORA JOHNSON, Professor**

**BAKIRATHI MANI, Professor<sup>2</sup>**

**PETER J. SCHMIDT, Professor**

**VALERIE SMITH, Professor and President of Swarthmore College**

**CRAIG WILLIAMSON, Professor**

**RACHEL BUURMA, Associate Professor**

**LARA COHEN, Associate Professor**

**ANTHONY S. FOY, Associate Professor**

**CHINELO OKPARANTA, Associate Professor and Director of the Program in Creative Writing**

**ERIC SONG, Associate Professor and Chair**

**SANGINA PATNAIK, Assistant Professor**

**RYAN KU, Visiting Assistant Professor**

**ANDREA LEE, Distinguished Visiting Instructor of Creative Writing**

**GREGORY FROST, Visiting Instructor (part time)**

**DALE MEZZACAPPA, Visiting Instructor (part time)**

**NATALIE MERA FORD, Visiting Assistant Professor, Multilingual Writing Specialist, Writing Associates Program**

**SHAILEN MISHRA, Visiting Assistant Professor, Writing Associates Program**

**ALBA NEWMANN HOLMES, Assistant Professor and Interim Director of the Writing Associates Program**

**DONNA MCKEEVER, Administrative Assistant**

**JOANNE MULLIN, Administrative Assistant, Writing Associates Program**

<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, 2021-22.

*In the Department of English Literature, we study how literature shapes experience. Students learn how to read closely, think inventively, and write creatively and analytically. We offer classes on a wide range of topics, from novels to new media, from critical theory to popular culture, from poetry to digital humanities. In these classes, students explore how the form of a text illuminates its meaning; how literature both reflects and challenges structures of race, gender, sexuality, and class; how historical circumstances enable imaginative expression and how imaginative expression changes history. Our curriculum emphasizes writing in English from the US, the UK, South Asia, the Caribbean, Ireland, and South Africa, and educates students in methods including critical race and ethnic studies, feminist studies, environmental studies, and queer studies. We teach students how to analyze a world of texts and to use their voices in it.*

*Students are eligible for paid internships during the summer to produce original creative writing projects and pursue guided research in literary study. In collaboration with faculty, students also work on a variety of digital humanities projects based at Swarthmore and at archives and universities nationwide. Along with a vibrant public culture of lectures and events featuring prominent novelists, poets, and cultural theorists, the department creates opportunities for students to present their research to peers and faculty on campus, as well as at regional and national academic conferences. Majors and minors in English Literature succeed in careers as diverse as law, education, medicine, finance, journalism, publishing, academia, and community organizing.*

## First course recommendations

*We recommend that students begin their study of English Literature at Swarthmore by taking a First-Year Seminar or a course labeled "Gateway." Unless noted, other courses in our department assume some familiarity with the discipline without requiring a formal prerequisite. Courses at the 100 level and some creative writing courses require departmental permission for enrollment.*

## Applying for the Major or the Minor

*The **minimum requirement for consideration for the major or minor is the completion of at least two graded courses in English Literature** at Swarthmore, other than Composition, Journalism, or Creative Writing credits. Decisions regarding applications will be deferred until two graded literature courses are completed.*

*Applications are considered in the spring of the sophomore year. Each student will, under the guidance of a faculty advisor, present a reasoned plan of study for the last two years. This plan will be submitted to the department and will be the basis of the departmental discussion of the student's application. The plan will include a list of proposed courses and seminars that will satisfy the requirements for either the Course or Honors Program and a rationale for the program of study.*

*Applications for the major or minor are normally considered at a meeting of all department members. Each student is discussed individually. The department has never established a minimum grade point average, nor are certain courses weighted in this discussion more heavily than others. A record of less than satisfactory work in English would certainly give us pause, however, unless it were attributable to circumstances other than academic ability. Students who want to include the English major as part of a double major must have a record of strong work in both majors as well as in other courses.*

## Course Major

*All English Literature majors must complete a **minimum of 9 credits** in the department, including*

■ *at least **one credit in each of the following historical periods:***

- *Medieval and Renaissance literature (Med/Ren)*
- *18th and 19th century literature (18th/19th c.)*
- *20th and 21st century literature (20th/21st c.)*

■ ***English 080** Introduction to Literary Theory*

■ ***English 099** Senior Course Majors' Colloquium*

*As a culmination of the course major, all seniors take English 099, which offers a structured and supportive environment for students writing their senior essays. The course features a mix of literature, criticism, theory, and methodology, plus guest visits and*

opportunities for students to discuss central issues in the field of literary and cultural history in preparation for their research and writing. Successful completion of ENGL 096 or ENGL 080 is a prerequisite to this course.

Under special circumstances, a course major may elect to write a longer research thesis. Thesis projects do not take the place of ENGL 099, which is required of all course major seniors. For more information, see the description for ENGL 098.<sup>F</sup><sub>SEP</sub>

Based on their own interests and goals, **all course majors are expected to identify a concentration of at least three English literature credits within the major.** Students define this concentration, but are encouraged to discuss their course choices with a faculty member in the department. Sample concentration topics: one of the three historical periods; American, African-American, or Asian-American literature; theory; digital humanities; creative writing; or a particular genre, such as fiction or poetry. Students define their potential concentration within the major as part of their sophomore plan, but may modify their plan as needed during junior or senior year.

## Course Minor

All English Literature minors must complete a minimum of 5 credits in the department, including at least one credit in two of the following historical periods:

- Medieval and Renaissance literature (Med/Ren)
- 18th and 19th century literature (18th/19th c.)
- 20th and 21st century literature (20th/21st c.)

## Honors Major

English Literature majors who seek a degree with Honors will, in the spring of their sophomore year, propose for external examination a program consisting of four preparations: three in English and one in a minor. **Honors majors must complete all general requirements for the English course major**, a total of 9 credits in English Literature, **with the exception of ENGL 099**, the Senior Course Majors' Colloquium.

Students interested in pursuing honors within a faculty-approved interdisciplinary major, program, or concentration that draws on advanced English courses or seminars should consult with the department chair for early help in planning their program.

The three **Honors** preparations in the English Literature major (constituting six credit units) must include preparations from **at least two** of the following historical periods:

- Medieval and Renaissance literature (Med/Ren)
- 18th and 19th century literature (18th/19th c.)
- 20th and 21st century literature (20th/21st c.)

The three preparations will normally be done through seminars, though if approved by the Department, one preparation may be a thesis or creative writing project. 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 Honors preparation presented for examination will thus normally consist of a 1-credit workshop plus a 1-credit directed creative writing project. For further information, consult with the department chair or the Director of the Program in Creative Writing.

As with course majors, Honors majors are expected to identify a concentration of at least three English literature credits within the major based on their own interests and goals. Students define this concentration, but are encouraged to discuss their course choices with a member of the department. Sample concentration topics: one of the three historical periods; American, African-American, or Asian-American literature; theory; digital humanities; creative writing; or a particular genre, such as fiction or poetry. Students define their potential concentration within the major as part of their sophomore plan, but may modify their plan as needed during junior or senior year.

## Honors Minor

Students seeking an English Literature Honors minor must do a single, two-credit preparation in the department, normally by means of a seminar (or under special circumstances, a creative writing project); the thesis option is available only to majors.

Honors minors must complete all general requirements for the English course minor, a total of 5 credits in English Literature.

**Important things to know regarding credits toward an English Literature major or minor**

- **First Year Seminars** (English 008 and 009A - 009Z) and Creative Writing courses **count toward the major or minor but do not fulfill historical requirements.**
- **Creative Writing workshops** are graded CR/NC; many students take a number of creative writing workshops toward the major.
- **Academic Writing courses** (ENGL 1F, G, etc. or C, Writing Pedagogy) and Journalism classes **do not count** toward the major or minor.
- If awarded, **AP/IB credit** can be used toward the major or minor, but it does not satisfy a historical requirement.

## Honors Examinations and Senior Honors Study (SHS)

English Honors preparations consisting of seminars or course combinations will be assessed by a 3-hour written examination set by an external examiner. Written examinations will be followed by oral examinations of 30-45 minutes. Honors preparations fulfilled through seminars or courses also require an SHS submission to be reviewed by the Honors examiner.

A 2-credit thesis or a creative writing portfolio will be examined in a 45-60 minute oral examination. A thesis or creative writing project does not require an additional SHS submission or a written exam.

For the SHS requirement, Honors Majors and Minors will revise one paper per seminar for their portfolio, and that portfolio will be submitted to their external examiners. In the case of course combinations used as Honors preparations, students can either present two shorter revised essays (one from each class) or synthesize materials from earlier essays to create a new essay bridging the two classes. In either case, SHS submissions can be a maximum of 4,000 words.

## Double Majors

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 department chair for further details.

## Special Major

Designed by the student in consultation with faculty advisers. If English is the central department, students must fulfill most of the regular requirements and have a minimum of 5 English Department credits as part of the special major. Students must take at least one course each in two of the three historical periods listed above. 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 also do a special honors major with four related preparations in different departments.

## Major or Minor with a Creative Writing Emphasis

With the range of writing courses open to them, it is possible for students at Swarthmore to pursue a Major or Minor in English Literature with an Emphasis in Creative Writing, by completing three units of creative writing in addition to the usual departmental requirements. One workshop taken outside our English Department may be counted towards the Emphasis.

Student writers may also pursue a Directed Creative Writing Project (070K), completing a portfolio of independent work under the guidance of a faculty member. Some students have used the Directed Creative Writing Project as an opportunity to extend and polish a project begun in workshops - a novel, a linked collection of short stories, a sequence of poems responding to photographs, for example - while others have worked intensively and rigorously to master the sonnet form, or explored through their own work the implications of a theoretical premise - the blurred distinction between dramatic monologue and poetic confession, for example. Because our writing faculty is small, the Department sponsors only a limited number of writing projects each year. Students interested in pursuing independent work in creative writing normally declare their intention in the sophomore plan, and submit a prospectus to the Department in the semester before they hope to begin their project, after consulting with the chair of the Department and with members of the writing faculty.

*Students in the Honors Program may present work in creative writing as a field for either a Major or a Minor in English Literature. Normally the two-credit field is defined as a one-credit workshop (most typically 070A, 070B, 070C, or 070H) paired with a one-credit Directed Creative Writing Project (070K), but it is also possible in unusual circumstances for a student to develop a portfolio through writing done entirely within workshops.*

*For additional information about the Creative Writing program, including more details about the courses mentioned here, visit the English Literature department web site. Printed information about the program is also available in the department office.*

## Teacher Certification

*English majors may complete the requirements for English certification through a program approved by the State of Pennsylvania. For further information about the relevant set of English and Educational Studies requirements, please refer to the Educational Studies section of the Bulletin.*

## Advanced Placement/International Baccalaureate Credit

*Students matriculating in 2019 who receive a 5 on the AP test for English Literature and Composition or a Higher IB 6 or 7 will be eligible for one Swarthmore credit, awarded after completion of one English course (ENGL 009 or higher course number). This AP/IB credit can be used toward the English major but it does not fulfill any of the required courses of the major.*

## Off-Campus Study and Transfer Credit

*Students who plan to study away from Swarthmore should consult with the department far enough in advance of such study to effect proper planning of a major or minor. Honors majors in particular should discuss the impact of study abroad on their honors program with the chair and departmental honors advisor.*

*In determining which courses of study will meet department criteria for requirements or 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. In general, to earn one Swarthmore College credit, we expect a course elsewhere to provide 30 contact hours and to require roughly 20 pages of writing, as well as a reading list roughly comparable to a Swarthmore English course's reading list.*

*Course credits for literature in English should be approved before you leave, but no course credits are finally awarded until you present your completed work upon your return to Swarthmore. Beginning with the Fall 2019 semester, you will need to take one English course at Swarthmore to gain credit for an English course taken during study abroad.*

*Students planning study abroad from Swarthmore should contact the Off-Campus Study Office for additional information and resources, including important information about the credit pre-estimation and approval processes.*

*Students seeking credit for domestic (USA) off-campus study will need to work with the registrar, the English course credit consultant, and possibly the deans. To find out who the current course credit consultant is for English Literature, contact the department chair or administrative assistant.*

## Life After Swarthmore

*After graduation, our majors find jobs in the ever-expanding range of industries that prize reading, writing, interpretive skills, teamwork, and creative thinking. We count among our English alums poets and novelists, social workers and scholars, news writers, teachers, broadcast journalists, filmmakers, entrepreneurs, financial analysts, grant writers, publishers and editors, natural or social science writers, doctors, and lawyers. About a third of our graduates head to premiere graduate schools, including Harvard, Oxford, Berkeley, Yale, the University of Pennsylvania, and NYU.*

*Swarthmore English literature majors are represented in any field in which analysis, communication, and empathy are integral. Grounded in the mission of Swarthmore, our students leave as well-rounded citizens of the world.*

## English Literature Courses

## First-Year Seminars and Writing Courses

*First-Year Seminars are limited to 12 first-year students only. No student may take more than one within the department. Writing courses are limited to 15, and are open to all first-year students without prerequisite. All First-Year Seminars and Writing courses count towards the college writing requirement.*

### **ENGL 009A. First-Year Seminar: Literature and Law**

*In this course we will explore the forms law and literature take as they work through similar concerns, determining how social systems should function and puzzling over the moments when they don't. When does fiction appropriate the law's penchant for articulating rights and defining relationships? And when does the legal imagination draw from literature? We will read works of tragedy, detection, confession and evasion as we sort through these questions, supplementing our conversation with critical legal theory, trauma studies, and case law.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Patnaik.*

*Spring 2023. Patnaik.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 009C. First-Year Seminar: Why College? The Past and Future of Liberal Arts**

*Look past the brochures and the info sessions and ask: what is college in the early 21st Century, how did it get that way? Why do people go to college? Should they? Students in this course will examine the history of higher education, and study controversies over the economics, mission, and values of colleges and universities as they appear in curricula, admissions and financial aid policies, student life, and more. Students will develop an understanding of the behind-the-scenes operations of higher education institutions like Swarthmore through reading, seminar discussion, visits from experts, and independent research.*

*Humanities*

*Writing course.*

*1 credit.*

*Spring 2022. Buurma and Hines.*

*Spring 2023. Buurma.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 009D. First-Year Seminar: Nation and Migration**

*Drawing on novels, short stories and film produced by immigrant writers from South Asia, Africa, and the Caribbean, this course explores the ways in which identity and community is shaped in the modern world. How does the migrant/diasporic writer rewrite the English language to reflect questions of race and power, nationhood and citizenship, and histories of the past and present? Authors include Salman Rushdie, Edwidge Danticat, Chimamanda Adichie, and Mohsin Hamid.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2022. Mani.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 009E. First-Year Seminar: Narcissus and the History of Reflection**

*Narcissism seems at once reprehensible and an unavoidable part of personhood. This course investigates how, over the course of many centuries, the story of Narcissus has been reworked as a way to think about process of creative reflection and how we see ourselves in relation to others. At stake are questions of desire, gender, racial identities, and language. Authors include Ovid, Milton, Wilde, Freud, and Fanon; also visual art and film.*

*Humanities.*

*Writing course.*

*1 credit.*

Fall 2021. Song.  
Fall 2023. Song.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 009F. First Year Seminar: Introduction to Latinx Literature and Culture**

(Cross-listed as SPAN 015, LITR 015S, LALS 015)

*This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.*

*Taught in English.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Eligible for LALS*

Fall 2021. Diaz

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 009H. First-Year Seminar: Portraits of the Artist**

*We will study works portraying artists in a variety of media, seeking a critical understanding of the ways in which artists in different times and places have interacted with their societies. We'll also seek to tackle answers to broader questions: What is cultural studies? How can we ask better questions about how a particular story-world creates meaning? In what ways are artists part of their place & time, yet also able to imagine worlds that may resonate with audiences in very different eras? How does literature inspire critical thinking and imagining a different future? Here are some of the materials being considered for the Fall 2020 syllabus: "How 17 Outsize Portraits Rattled a Small Southern Town/ Newnan, Ga., decided to use art to help the community celebrate diversity and embrace change. Not everyone was ready for what they saw."/ Artist featured: Mary Beth Meehan NYTimes, Jan. 20, 2020; Zoey's Extraordinary Playlist, NBC TV series pilot (episode 1) (2020); Lin-Manuel Miranda, "Breathe" from In the Heights (2008) and "My Shot" from Hamilton (2015); Hope Boykin, choreographer: "It's OK too. Feel" (dance during 2020 quarantine); Plato (Parable of the Cave, from The Republic); Ted Chiang, "The Merchant and the Alchemist's Gate" (2019); Ghost in the Shell (film, 1995). Based on the manga of the same name by Masamune Shirow. Screenplay by Kazunori Itō; directed by Mamoru Oshii; A short story/portrait of the artist as a young woman by Sandra Cisneros, from Woman Hollering Creek (1991); Philip Pullman, The Golden Compass (first novel in the His Dark Materials trilogy, 1995, also made into an HBO series); Akwaete Emezi, Pet (YA fiction, 2019); Louis Armstrong, West End Blues (jazz; 1928); Janelle Monáe, Dirty Computer 2019 "emotion picture"/music video. Also to be assigned are selected background and critical materials, including the Haitian-American writer Edwidge Danticat's essay "Create Dangerously: The Immigrant Artist at Work," and Karl Ove Knausgaard's "The Slowness of Literature and the Shadow of Knowledge."*

*Humanities.*

*Writing course.*

*1 credit.*

Fall 2021. Schmidt.

Fall 2022. Schmidt.

Fall 2023. Schmidt.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 009J. First-Year Seminar: Revolution and Revolt**

*What makes a revolution? This course investigates the literature of rebellion from the late 18th century's "Age of Revolution" to the George Floyd rebellions. We will read the works of not only famous revolutionary leaders, but also infamous and obscure ones, including radical abolitionists, communists, anarchists, feminists, student activists, and more, asking how their writing interprets the memory of previous revolutions and imagines possibilities beyond them.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, ESCH*



Spring 2022. Cohen.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 009R. First-Year Seminar: Grendel's Workshop**

*This course will be a study of several traditional literary texts and of modern reshapings of these old stories into new artistic forms. Pairings of old and new will include various versions of Cinderella/Ashputtle, Little Red Riding Hood, Beowulf and Gardner's Grendel, and Shakespeare's Hamlet and Stoppard's Rosencrantz and Guildenstern Are Dead. There will be both critical and creative writing assignments in the class. John Gardner rewrote the ancient epic Beowulf in modern idiom from the monster's viewpoint. Tom Stoppard showed us what Rosencrantz and Guildenstern were up to offstage in Shakespeare's Hamlet. Angela Carter's Red Riding Hood was fascinated by the company of wolves. Students will study old texts and their modern revisions and then write both critical papers about the them and also, using the re-telling models as starting points, reshape their own beautiful or beastly visions in creative writing forms. Here are some retelling slants: What is the story of the rat in Cinderella who is turned into a coachman? What is Ophelia dreaming in Hamlet as she slides into the netherworld of drowning and death? What is the mute lullaby which Grendel's mother uses to sing him (or herself) to sleep in her underwater cave each night? What might the wolf in LRRH and Grendel have to say to one another over cappuccino in Kohlberg?*  
*This First-year Seminar counts as both a Writing Class (W) and an English Dept. Creative Writing workshop.*

Humanities

Writing course.

Fall 2021. Williamson.

Fall 2022. Williamson.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 009Z. First-Year Seminar: Close Reading and Its Discontents**

*What is close reading? How do we do it? What is its (unexpectedly complex) history? And what might it mean for us to reject it? We will study close readings of all kinds of text (from John Donne poems and Jane Austen novels to car advertisements and Tweets), practice traditional and experimental forms of close and distant reading, and write in several genres.*

Humanities.

Writing course.

1 credit.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 011. Comedy**

*The 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 Plautus, Shakespeare, Wilde, and Churchill, Hollywood romantic comedies, television comedy, and materials on minstrelsy, genre theory and performance studies.*

*A version of this course has been offered in the past as a First-Year Seminar, English 009G, but this new version is open to any student, without any prerequisite. If you have taken English 009G, you are not able to enroll in English 011.*

GATEWAY English Literature.

Humanities.

Writing course.

1 credit.

Spring 2022. Johnson.

Spring 2023. Johnson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **Medieval and Renaissance Courses**

### **ENGL 010. Monsters, Marvels, and Mysteries: Beowulf to Paradise Lost**

*The first thousand years of English Literature with an emphasis on monsters like Grendel and Satan, marvels like a talking tree and a boy actor playing a woman pretending to be a man, and mysteries like the moth that devours words and a green knight who offers a hero the chance to chop off his head. Some modern retellings such as Gardner's Grendel and Stoppard's Rosencrantz and Guildenstern Are Dead will be included. Major authors include Chaucer, Shakespeare, and Milton.*

Med/Ren

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for MDST

Fall 2021. Williamson.

Fall 2022. Williamson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **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, changing phonology and morphology, wordplay in Chaucer and Shakespeare, pidgins and creoles, and global English.*

Med/Ren.

GATEWAY English Literature.

*Prerequisite: 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.*

Humanities.

1 credit.

Eligible for MDST

Spring 2023. Williamson.

Spring 2024. Williamson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 016. Chaucer**

*Readings in Middle English of most of Chaucer's poetry with emphasis on The Canterbury Tales and Troilus and Criseyde. The course attempts to place the poetry in a variety of critical and cultural contexts which help to illuminate Chaucer's art. Medieval cultural readings include Boethius' Consolation of Philosophy, and Andreas Capellanus' The Art of Courty Love.*

Med/Ren

Humanities.

1 credit.

Eligible for MDST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 020. Shakespeare**

*Topics in this survey of Shakespeare's plays, include kingship, comedy and tragedy, family, sexuality, race, performance, language, and the rewriting of history. We will frequently return to the question of theater's place in early modern England, while also examining the place Shakespeare holds in the cultures we inhabit. The list of plays may include Taming of the Shrew, Henry V, Midsummer Night's Dream, Twelfth Night, Measure for Measure, Hamlet, Othello, Lear, and The Tempest.*

Med/Ren

GATEWAY English Literature.

Humanities.

1 credit.

Fall 2021. Johnson.

Fall 2022. Johnson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 021. Shakespeare and Race**

*This course pursues a particular line of thinking about race and Shakespearean drama. In previous decades, scholarship emphasized how modern categories of race had not yet taken root in Shakespearean England. More recently, scholars have discerned the relevance of race and racism in Shakespeare's plays. This course considers how the meaning of blackness and anti-black racism on stage develops alongside the shifting relationship between religious belief and dramatic entertainment. Titus Andronicus, The Merchant of Venice, and Othello will be our main primary texts; supplemental readings from The Tempest and the Sonnets possible as time permits. Attention to criticism and performance & film history.*

*Med/Ren.*

*Humanities.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 022. Literature of the English Renaissance**

*This course will begin with More's Utopia and end with selections from Paradise Lost, paying particular attention to literature's political contexts, gender, genre, and the relation of women's writing to the male canon. Among the other writers included will be Wyatt, Surrey, Philip Sidney, Mary Herbert, Mary Wroth, Spenser, Elizabeth Cary, Jonson, Bacon, Donne, Herrick, George Herbert, and Marvell.*

*Med/Ren.*

*Humanities.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **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 early modern England, examining several sexual categories (the homoerotic, chastity and friendship, marriage, adultery, and incest) in a range of literary and secondary texts.*

*Med/Ren*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 024. The Revolutionary Seventeenth Century**

*This course traces how English writers anticipated, participated in, and made sense of the civil wars that led to the execution of Charles I (1649) and a failed attempt at non-monarchical government (1649-1660). Authors include William Shakespeare, Ben Jonson, John Milton, and Aphra Behn, as well as less familiar but important writers of both imaginative texts and polemics.*

*Med/Ren.*

*Humanities.*

*1 credit.*

*Fall 2022. Song.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 025. Christopher Marlowe: Works, Life, and Afterlives**

*Marlowe's writing career was brief (cut short by his murder at the age of twenty nine) but made a lasting impression on English poetry and drama. This course offers a comprehensive overview of Marlowe's literary output and samples some contemporaneous writings influenced by his work. This semester-long study will be enhanced by attention to Marlowe's mysterious biography, which has generated questions about his religious belief (or putative atheism), political allegiances (and activity as a spy), and sexuality.*

*Humanities.*

*1 credit.*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 026. Allegory and Allegoresis in the English Renaissance**

*Allegory designates a mode of writing and of interpreting narratives. The decline of allegory marks a shift from medieval to modern culture, eventually giving way to realism. Yet allegory has never left us, as we continue to read allegorically to some degree. This course turns to the English Renaissance as a literary turning point. Readings from *The Faerie Queene*, *Paradise Lost*, and *Pilgrim's Progress*; theoretical work by Walter Benjamin, Paul de Man, and others.*

Med/Ren  
Humanities.

1 credit.

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 027. Queen Elizabeth: Power, Gender, and Art**

*The memory of Elizabeth I still looms large on both sides of the Atlantic. We continue to generate and circulate depictions of the Queen who remained unmarried, ruled England during a decisive and turbulent time of national development, and died heirless. In this course, we revisit sixteenth-century England to examine the interlace between Elizabeth's private life and the political mythology built around her during her long rule. Although we will attempt to be as historically accurate as possible, the basic premise of this course is that political realities, artistic representations, and intimate concerns are so intertwined around Elizabeth as to be inseparable. We will study a wide range of texts and materials, including Elizabeth's own writings, drama, poetry, paintings, and clothing. Key topics include early modern (and modern) theories of political sovereignty, religious conflict at home and abroad, Petrarchism, early exploits in the New World, and gender.*

Med/Ren  
Humanities.

1 credit.

Catalog chapter: *English Literature*  
Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 027B. Performing Justice on the Renaissance Stage**

*Courtroom spectacles—tragic injustices or the satisfying punishment of villains—have become familiar sources of entertainment. This course will examine how Shakespeare, Jonson, and their contemporaries turn repeatedly to the law for dramatic energy. Their plays compel a number of questions: what does it mean to take pleasure in injustice? What is the relationship between human and divine justice? These questions often demand historical answers, and our class will examine how dramatic works think through specific developments in legal thinking and practice.*

Med/Ren  
Humanities.

1 credit.

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 028. Milton**

*Intensive study of one of the most influential writers in English literary history. Units on: Milton's early poetry; political writings during the Civil Wars and the experiment in non-monarchical government; and major later works, with special emphasis on the epic *Paradise Lost*. Overarching topics include the relationship between Christian belief and classical mythology, contested gender norms, and liberty as a religious and political concept.*

Med/Ren  
Humanities.

1 credit.

Spring 2022. Song.

Spring 2023. Song.

Fall 2023. Song.

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 046. Tolkien and Pullman and Their Literary Roots**

*A study of Tolkien's Lord of the Rings and Pullman's His Dark Materials in the context of their early English sources. For Tolkien, this will include Beowulf, Old English riddles and elegies, and Sir Gawain and the Green Knight. For Pullman, this will include Biblical stories of the Creation and Fall, Milton's Paradise Lost, and selected Blake poems. Some film versions will be included.*

*Med/Ren or 20th/21st.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for MDST, CPLT*

*Spring 2022. Williamson.*

*Spring 2023. Williamson.*

*Spring 2024. Williamson.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 071B. The Lyric Poem in English**

*English 071B is a survey of the lyric poetry in English from the Middle Ages up to the present, along with a few works read in translation. Students will learn the basics in understanding and enjoying the music of poetry, including scansion and prosody (beats and sounds). They will also learn to appreciate the basic forms of lyric poetry, including ballads and sonnets and many other forms, as well as "free" verse; they will also receive instruction on how to appreciate metaphors, irony, and the many other figures of speech and rhetorical techniques poems employ. They will also gain appreciation of poetic history and the many ways in which poets and their work have historically interacted with their eras, while also creating work that can powerfully speak to us in our present moment.*

*We'll use *The Making of a Poem: A Norton Anthology of Poetic Forms* (Ed. Mark Strand and Eavon Boland) and Camille Paglia's *Break, Blow, Burn*, a collection of essays on some of the most famous poems in English. Other course materials will be posted as needed on the English 71B Moodle site.*

*This course is focused on great poems from the past (from the medieval era to the twentieth century), but both *Making of a Poem* and Paglia treat us to some very contemporary poems and poets as well.*

*For majors and minors, this course can count either as a Med/Ren, 18th/19th, or 20th/21st century course, depending on the topics of the majority of the student's written work. Discuss your options with the professor.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Spring 2022. Schmidt.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **18th and 19th Century Courses**

### **ENGL 033. The Romantic Sublime**

*"The essential claim of 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.*

*18th/19th c.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Spring 2023. Bolton.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 035. The Rise of the Novel**

*Why do we read novels? How has the history of novel-reading shaped the way we think about ourselves, about other people, and about the world? In answering these questions, we will study the long history of the novel in English considered as an aesthetic and material form, as a record of social life, and as a way of imagining other possible worlds. We will begin in the eighteenth century, travelling through the novel's Victorian and Modernist incarnations and its post-colonial and post-modernist reconfigurations to end in the present. Includes close attention to major canonical novels and authors, a survey of the main critical and theoretical approaches to the novel, strategies for close reading and interpretation, introductory text-mining techniques, and investigation of how novels were printed and circulated. Recommended for anyone interested in reading, writing, or reviewing novels.*

*For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST, INTP*

*Fall 2021. Buurma.*

*Fall 2022. Buurma.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 036. Jane Austen**

*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 major novels along with the 18th-century fiction, politics, and philosophy to which she was responding; we'll also consider recent critical views on Austen and the ways films of the 1990s through the present engaged Austen's style and social critique. At the same time, students will engage the genre of the academic essay by writing and revising several kinds of literary essays: close readings; analysis of a novel's use of source material or a film's use of addressing one or more of the novels in a broader historical or stylistic context.*

*18th/19th c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 038. Regency Skepticism, 1812-1832**

*Skepticism and critique, rather than prophecy and transformation, are the common threads linking the "second-generation Romantics": writers like Jane Austen, Byron, and the Shelleys. 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 explore the different visions of power at work in such diverse texts as Austen's *Emma*, Percy Shelley's "Mont Blanc" as well as parts of *Prometheus Unbound* and *The Cenci*, Mary Shelley's *Frankenstein*, and Byron's *Don Juan*. To see the relevance of regency skepticism today, we'll close the semester with a reading of the Romanticist anti-hero of J.M. Coetzee's *Disgrace*. At the same time as we dwell on the textual choices of these fabulous writers, students will explore their own writing process, developing strategies to help them create more nuanced, unified, and sophisticated written arguments.*

*18th/19th c.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 040. Victorian Literature and Victorian Informatics**

*A broad survey of canonical Victorian literature, including Charlotte Brontë, John Stuart Mill, Charles Darwin, George Eliot, Christina Rossetti, Alfred Tennyson, Oscar Wilde, and others. This class focuses on developing techniques of close, middle-distance, and distant reading, with an emphasis on exploring digital tools for organizing, curating, decomposing, and remaking literary texts, including some treatment of theories of knowledge organization and literary histories of information.*

*Pre-1830 or 18th/19th c.*

*Humanities.*

*1 credit.*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 050R. 19th Century Radicalisms**

*What can the radical thinking and practice of the past teach us about the political possibilities of today? This course explores the explosion of anti-slavery, anti-racist, socialist, free love, anarchist, and anti-imperialist writing in and around the nineteenth-century US. It looks to these past radicalisms not only as forerunners of present ones, but also for models of revolutionary world-making that may appear strange, irrational, or incomprehensible from the point of view of the present. We will read primary texts across a range of genres, placing a particular emphasis on the early Black radical tradition, as well as a selection of secondary texts to help us theorize and historicize this work.*  
Eligible for GLBL-Paired

### **ENGL 051. Mariners, Renegades, and Castaways: Early American Literature**

*This course examines American literature from its earliest recorded oral traditions to the Civil War by focusing on outsiders, or what Trinidadian critic C.L.R. James, writing about Moby-Dick, called "mariners, renegades, and castaways." Our readings will include not only Melville's once neglected, now famous novel, but also a wide range of less familiar texts, including origin stories, captivity narratives, poetry, and manifestoes.*

18th/19th c.

GATEWAY English Literature.

Humanities.

Writing course.

1 credit.

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 051F. Moby-Dick**

*Hailed as a masterpiece of U.S. fiction, Herman Melville's Moby-Dick; or, The Whale (1851) is a genre-defying work that pulls epic, romantic, dramatic, scientific, and historiographic forms into its literary vortex. The cosmic scope and metaphysical complexity of this text have enthralled, and sometimes left stranded, many an intrepid reader. Members of this course will embark on a semester-long study of a text that has become a key touchstone for writers, artists, philosophers, and political thinkers alike. Guided by their own close-readings of Moby-Dick and selected contemporaneous texts drawn from their own archival research, students will engage with the historical and cultural contexts in which the novel was written, including the proliferation of new forms of print media, the rise of industrial capitalism, continuing processes of enslavement and indigenous dispossession, and U.S. expansionist efforts across the hemisphere and the globe. At once a rigorous and irreverent meditation on literary form and knowledge-production, Moby-Dick will serve as a crucial point of departure for students' own critical explorations in and beyond the major.*

*Students should have completed strong work in prior classes in cultural studies, U.S. literature, history, and/or theory (including colonial/postcolonial studies), preferably including both at least one mid-level English literature course and an advanced course in other humanities or social sciences departments or interdisciplinary programs.*

*Limited to 15 students. For English Literature majors and minors, this course will count as an 18th/19th century course towards the historical distribution requirements.*

Humanities.

1 credit.

Catalog chapter: *English Literature*

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 055. Apocalypse Then**

*Many of us feel like we are living on the edge of apocalypse. In this class we will address our imminent future by looking to the apocalyptic literature of the past. We will begin with N. K. Jemison's 2015 novel *The Fifth Season* and then move back in time to consider earlier visions of the end of the world, focusing on the nineteenth-century US. Some of the texts we'll read describe apocalypses as they were unfolding, like Sarah Winnemucca's narrative of the annihilation of indigenous lives and lifeways by settler-colonialism, *Life among the Paiutes*. Others visualize apocalypses that had yet to take place, like the prophecies of earthly destruction that inspired Nat Turner's and John Brown's revolts against slavery. Our task will be to explore how these works confront the end of the world-and what new ideas and relations they forge by living with the end in sight.*

18th/19th c.

Humanities.  
1 credit.  
Spring 2022. Cohen.  
Spring 2024. Cohen.  
Catalog chapter: English Literature  
Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 060. Early Black Print Cultures**

(Cross-listed as BLST 060)

*This course introduces students to the wide variety of early Black print culture in the US, including newspapers, broadside poetry, political pamphlets, and novels. We will attend closely to the materiality of these texts, reading not only for the work of authors but also that of illustrators, editors, publishers, typesetters, and readers. What racial identities, aesthetic forms, and political possibilities did print afford? Our investigations will be informed by readings in recent theory and criticism on Black Studies, print culture, and archives. In their final projects, students will have the chance to pursue their own original research using the rich resources of Philadelphia-area libraries.*

18th/19th c.

Humanities.

1 credit.

Eligible for BLST.

Fall 2022. Cohen.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 061. The Literatures of Slavery**

*How did Black literary production emerge to resist the institution and ideology of slavery in the United States? While this course will focus largely on antebellum slave narratives- powerful acts of self-presentation that challenged the racial logic of slavery and bore witness to its brutal violence-we will also consider Black oratory, essays, poetry, and fiction of the late 18th and 19th centuries.*

18th/19th c.

Humanities.

1 credit.

Eligible for BLST.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 064A. The New Negro Versus Jim Crow**

*The first in a sequence of courses on the post-Emancipation development of African American literature, this course focuses on the Black literary florescence that began at the end of the 19th century even as the strictures and structures of the Jim Crow regime hardened. What, then, is the relationship between the birth of Jim Crow and the birth of a "New Negro"?*

18th/19th c.

GATEWAY English Literature.

Humanities.

Writing course.

1 credit.

Eligible for BLST.

Fall 2021. Foy.

Fall 2023. Foy.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 071A. The Short Story en las Américas**

(Cross-listed as SPAN 071, LITR 071S)

*This team-taught course will offer a wide-ranging overview of the short story in the Americas from a comparative perspective, emphasizing continuities and also identifying areas of innovation and transformation.*

*The course will begin in the early 19th century with masters whose daring work in this "minor" form gave the short story new prominence in*



literary history: Poe, Hawthorne, and Chesnut. Later, the class will focus on Quiroga and Borges whose innovations redefined the genre, and moved Latin American fiction into the forefront of world literature.

By focusing on close reading and class discussions, we will seek to discover the distinctive characteristics of the short story, and outline its development and transformation across the continents. Does the short-story bind together the diverse literatures of the United States and Latin America? How should we identify and understand parallels between the works in English and those in Spanish? How should we explain contrasts? Of particular interest will be dialogues and influences crossing languages and literary traditions: Poe and Horacio Quiroga; Hemingway and Borges; Borges/Cortázar inspiring Barth; Rulfo's and García Márquez's (and others') influences on US-based Latinx writers.

Readings, assignments, and class discussions will be in English. No prior knowledge of Spanish or Portuguese is necessary. This class is open to all students, without prerequisites.

For English Literature majors and minors, this course can count either as an 18th/19th or 20th/21st century course.

Humanities.

1 credit.

Eligible for LALS

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 071B. The Lyric Poem in English**

English 071B is a survey of the lyric poetry in English from the Middle Ages up to the present, along with a few works read in translation. Students will learn the basics in understanding and enjoying the music of poetry, including scansion and prosody (beats and sounds). They will also learn to appreciate the basic forms of lyric poetry, including ballads and sonnets and many other forms, as well as "free" verse; they will also receive instruction on how to appreciate metaphors, irony, and the many other figures of speech and rhetorical techniques poems employ. They will also gain appreciation of poetic history and the many ways in which poets and their work have historically interacted with their eras, while also creating work that can powerfully speak to us in our present moment.

We'll use *The Making of a Poem: A Norton Anthology of Poetic Forms* (Ed. Mark Strand and Eavan Boland) and Camille Paglia's *Break, Blow, Burn*, a collection of essays on some of the most famous poems in English. Other course materials will be posted as needed on the English 71B Moodle site.

This course is focused on great poems from the past (from the medieval era to the twentieth century), but both *Making of a Poem* and Paglia treat us to some very contemporary poems and poets as well.

For majors and minors, this course can count either as a Med/Ren, 18th/19th, or 20th/21st century course, depending on the topics of the majority of the student's written work. Discuss your options with the professor.

GATEWAY English Literature.

Humanities.

Writing course.

1 credit.

Spring 2022. Schmidt.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 071D. The Short Story in the U.S.**

Reading assignments will primarily be short stories, but will also include selected other relevant materials. The course will begin in the early 19<sup>th</sup> century with masters whose daring and innovative work gave the short story new prominence in literary history: Poe, Irving, Hawthorne, and Melville. The syllabus will include significant late 19<sup>th</sup>- and early 20<sup>th</sup>-century authors who built on this legacy (such as James, Chopin, Hemingway, Fitzgerald, Hurston, and Faulkner, among others). After vacation break we'll turn to later authors such as Eudora Welty, Ray Bradbury, Toni Cade Bambara, Thomas Pynchon, George Saunders, Sandra Cisneros, Jennifer Egan, Edwidge Danticat, and many others. Our syllabus will also feature published work by recent Swarthmore graduates who have gone on to become published fiction writers.

This is a Gateway English Literature course, suitable for anyone's first or second English literature course. Majors and minors are also welcome. For majors and minors, this course can count either as an 18th/19th or as a 20th/21st century course, depending on the topic of the final research paper.

GATEWAY English Literature.

Fall 2022. Schmidt.

### **ENGL 090A. Minor Characters and Ordinary People: New Methods in History and Literature**

(Cross-listed as HIST 090N )

Novels, social media, close friends, and parents help us feel like main characters in our own lives, but most of us will remain minor, relatively unimportant characters in any larger context. This course will explore the problem of the minor character and the ordinary person from the conflicting and complementary perspectives of the historians and the literary critic, using both traditional and computational methods. Are there formal analytic strategies for interpreting and examining minor characters and ordinary individuals that do not insist on moving them from the margins to the center? Or are all minor characters simply understudy protagonists and consequential people waiting for their time in the spotlight? We will trace this problem through major works of history and literature and through their transformation and interpretation using qualitative and quantitative methods. Students will create an original essay, art project or other work on a minor character or about the idea of minor character as part of the course's final publication project.

For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.

Humanities.

1 credit.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

## 20th and 21st Century Courses

### ENGL 012. Writing and Sustenance

Food embodies culture and its paradoxes: it delineates 'taste,' it offers us delight and decadence and comfort, it defines both home and the 'unheimlich'-the ritually forbidden-which is the antithesis of home. Major novelists of the past decade have engaged deeply with food production and consumption as a lens on contemporary culture more generally. What do contemporary novels and memoirs have to teach us about food politics and human resilience? Authors include Kingsolver, Franzen, Ozeki, Desai, Yoshimoto, Kimball. The course will also include some practical experiences (labs, field trips) engaging writing and sustenance.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for ENVS

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### ENGL 035. The Rise of the Novel

Why do we read novels? How has the history of novel-reading shaped the way we think about ourselves, about other people, and about the world? In answering these questions, we will study the long history of the novel in English considered as an aesthetic and material form, as a record of social life, and as a way of imagining other possible worlds. We will begin in the eighteenth century, travelling through the novel's Victorian and Modernist incarnations and its post-colonial and post-modernist reconfigurations to end in the present. Includes close attention to major canonical novels and authors, a survey of the main critical and theoretical approaches to the novel, strategies for close reading and interpretation, introductory text-mining techniques, and investigation of how novels were printed and circulated. Recommended for anyone interested in reading, writing, or reviewing novels.

For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.

GATEWAY English Literature.

Humanities.

Writing course.

1 credit.

Eligible for GSST, INTP

Fall 2021. Buurma.

Fall 2022. Buurma.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### ENGL 046. Tolkien and Pullman and Their Literary Roots

A study of Tolkien's *Lord of the Rings* and Pullman's *His Dark Materials* in the context of their early English sources. For Tolkien, this will include *Beowulf*, Old English riddles and elegies, and *Sir Gawain and the Green Knight*. For Pullman, this will include Biblical stories of the Creation and Fall, Milton's *Paradise Lost*, and selected Blake poems. Some film versions will be included.

Med/Ren or 20th/21st.

GATEWAY English Literature.  
Humanities.

1 credit.

Eligible for MDST, CPLT

Spring 2022. Williamson.

Spring 2023. Williamson.

Spring 2024. Williamson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 047A. Asian American Literature and Culture**

*Treated as "forever foreign," not quite a minority (a "model"), Asians resurface in U.S. national culture from time to time, remembered anew amid perennial forgetting. To what extent does Asian American invisibility betray a constitutive role in U.S. history? After reviewing the rise of Asian American studies, this course will chart the shifting place of Asians in the modernizing of America by examining im/migration, empire's wars, and the interracial future/diaspora through literary and cultural texts as well as ethnic historiography and criticism. In providing a critical history of Asian America, this course expands the field's foundational concerns toward a transpacific and hemispheric Asia/America while exploring minor adoptions and resistances of America, including of its aesthetic and social movements. Texts may include Crazy Rich Asians, The Year of the Dragon, America is in the Heart, Philippine-American War editorial cartoons, Obasan, Night Sky with Exit Wounds, We Should Never Meet, Tropic of Orange, Robot Stories, I'm Not Saying I'm Just Saying, Homecoming King, Immigrant Acts, Coolies and Cane, Impossible Subjects, Soldiering through Empire, The Oriental Obscene, Alien Capital, Partly Colored, and Dangerous Crossings. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis or genre recreation.*

20th/21st c.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for ASIA, GLBL-paired.

Fall 2021. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 047B. Alternate War Histories of Asia/America**

*In what ways do cultural disparities and conflictual historical experiences lead to not only different perceptions of reality but in fact multiple realities? Anchored in two wars—World War II, from which the US emerged as a world power, and the Vietnam War, the first televised war and America's "unwinnable war"—this course focuses on Asian/American entanglement and the worlds to which it gives rise. There are multiple Japans that emerged in World War II: the empire that might have conquered the US, as imagined in the alternate history of *The Man in the High Castle*; the lost land of origin that has brought trauma on its "heirs," the Japanese interned by the US; the Japan experienced by comfort women in Asia. Similarly, the story of the Vietnam War has been told almost exclusively from an American viewpoint. Yet *The Sympathizer* promises to tell another story: not only of the US in Vietnam as seen by the Vietnamese but of the Vietnamese in America, indeed of two Vietnams. What might we learn from alternate (hi)stories about the political functions and ontological power of narrative? Texts may include *The Man in the High Castle*, *No-No Boy*, *Comfort Woman*, *The World at War*, *Cold War*, *Apocalypse Now*, *Vietnam War protest poetry*, *The Sympathizer*, *Night Sky with Exit Wounds*, *We Should Never Meet*, *Forgetting Vietnam*, *Maya Lin*, and the *Vietnamese Oral History Project*, along with theoretical texts on war and reality. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GLBL-paired, PEAC.

Fall 2021. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 047C. Asian American Gender/Sexuality/Species**

*Asian Americans are typically represented as either the model minority, the immigrant whose successful assimilation serves to discipline other minorities, or the yellow peril, the eternal foreigner threatening to invade from within. How are these figures not only racial but also gendered and sexual, consistent with constructions of the hardworking but racially "castrated" Asian man and the desirable because "domestic" Asian*

woman? To what extent are these tropes premised on animality, rooted in the fear that the other may not be human, and that this other will encroach upon the self, reveal the human as other? Through an examination of the representation and performance of gender and sexuality in Asian American literature and culture, this course considers the intertwined constitution and contradictions of race, gender, and sexuality while keeping an eye on the animal that serves as their limits. We will focus on U.S. representations of Asian masculinity and femininity, the association of Asians in the (post)colony with appetite, and Asian reclamations of the child and the queer along with the animal. Readings may include *M. Butterfly*, *Bruce Lee and Wang* TV clips, *Charlie Chan is Dead 2*, *The Chinaman Pacific* and *Frisco R. R. Co*, *The Joy Luck Club*, "Happiness: A Manifesto," *The Book of Salt*, *Dogeaters*, *The Assassination of Gianni Versace*, *Nausicaa of the Valley of the Wind*, *The Hypersexuality of Race*, *Eating Asian America*, and *Dangerous Crossings*.

20th/21st c.

Humanities.

1 credit.

Eligible for GSST.

Spring 2022. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 047D. Southeast Asian Literature in English**

*In traditional terms the part of the world between China and India, Southeast Asia lies at a global crossroads where the giants of the continent have historically spread their influence and where the East met the West due to the European scramble for "the (East) Indies." Its position at these borderlands has made Southeast Asia one of the world's most diverse, but also liminal, sites, as indicated by its elision in history and literary studies (including in postcolonial studies, if not as much in area studies). Given the minor role to which it is relegated in the world and in Asia, how does the history of Southeast Asia get narrated in its literature—in particular, in literature written in or translated into English, the postwar lingua franca? This course charts modern Southeast Asian history through literature from or about its different periods—from the colonial era to the world between the wars to independence to the contemporary time. In the process, we will examine the literary strategies invented and adopted by locals to tell their (version of) history as well as the language of transmission—a language that, as it becomes more and more universal, might efface the very thing for which we are looking. Readings will come from mainland and maritime Southeast Asia as well as the diaspora and may include *Dumb Luck*, *The Harmony Silk Factory*, *A Portrait of the Artist as Filipino*, *Only a Girl*, *Insurrecto*, *Virtual Lotus*, and *A/PART*.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GBLB-paired

Spring 2022. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 052A. U.S. Fiction, 1900-1950**

*This course focuses on well-known and newly recognized novelists important for this period: Baum, London, Wharton, Cather, Hemingway, Hurston, Loos, Hammett, McCullers, and Steinbeck. There will be attention to innovations in the novel as a literary form and to the ways in which writers engage with their historical context, particularly regarding issues of immigration, race, community, and redefinitions of gender roles and the meaning of "American."*

20th/21st c.

GATEWAY English Literature.

1 credit.

Spring 2023. Schmidt.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 052B. U.S. Fiction, 1945 to the Present**

*We'll look at major authors and emerging figures, with attention to innovations in the novel as a literary form and the ways in which writers engage with their historical context, both within the U.S. and globally. Highsmith, Baldwin, Hemingway, and McCarthy, in different ways, introduce themes of gender roles, sexuality, and politics that will be taken up by a host of later works, including Marshall, Diaz, and Belleza. Both McCarthy's and Wolitzer's novels follow a group of young adult friends (Vassar students from the 1930s and summer arts camp friends from the 1970s) into their older adult lives—personal stories of friendship and betrayal, but also stories of the nation's changes. Near the end of the semester, the YA [young adult genre] author Rhoda Belleza and her editor, Swarthmore grad Tiffany Liao, will visit Swarthmore to discuss Belleza's new novel *Empress of a 1000 Skies*, which we'll read. (If you liked the most recent Star Wars reinventions, you should really enjoy this*

work.)  
20th/21st c.  
Humanities.  
1 credit.  
Spring 2022. Schmidt.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 052C. Contemporary US Fiction, 1990 to the Present**

*This course will focus on contemporary U.S. fiction published since 1990 or so. The reading list will feature global perspectives on the U.S. as well as new understandings of the U.S.'s past and present by U.S.-born authors. We'll explore the novels' formal inventiveness as well as their engagement with history, race, gender, and a variety of other social issues, including multi-racial single and family identities (and, by implication, how this may help the U.S. national narrative evolve away from white suprematism). Three of the readings will use the genre of "historical fiction" to reinterpret U.S. history, but all the texts rewrite the possibilities of personal, family, and national/transnational narratives. A special feature of the course will be the celebration of Swarthmore alum Patricia Park, who will visit Swarthmore to read from and discuss her first novel. Entitled *Re Jane*, its heroine Jane Re is a mixed-race orphan on a quest to learn more about her family history. The novel is set in Queens, Brooklyn, and Korea, and is both a fun romantic comedy and a clever reimagining of the *Jane Eyre* plot.*  
GATEWAY English Literature.

Humanities.  
1 credit.  
Eligible for ESCH  
Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 053. Modern American Poetry**

*An introductory survey of the full range of 20th-century American poetry, but we will commence with Whitman and Dickinson, two key predecessors and enablers. The emphasis will be on particular poets and poems, but a recurrent theme will be poetry's role in a democracy: is poetry really an esoteric art for the "educated" few, as some imply, or has poetry in the 20th century played a crucial role in shaping both democratic citizens and a sense of democratic culture?*

20th/21st c.  
Humanities.  
1 credit.  
Fall 2021. Schmidt.  
Spring 2023. Schmidt.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 053R. Research Topics in U.S. Literature**

*A limited-enrollment, research-oriented colloquium for students who have done well in a previous U.S. literature course and would like to do advanced work. We will focus on readings and research materials to learn some basic methods and theory relevant for contemporary archival research using print and online resources. Later in the semester students will be able to propose, design, and present their own research project to the class. Students will conclude the course by writing a research thesis on a topic of their choice approved by the professor; they will also write a short paper on the earlier materials.*

20th/21st c.  
Prerequisite: English 52 (A or B) or English 53, or an equivalent mid-level course covering U.S. or colonial literature taught by the Swarthmore English department. Enrollment limited to 15.  
Humanities.  
1 credit.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 054. Toni Morrison**

*(Cross-listed as BLST 054)*

*As the recipient of numerous literary prizes (Nobel, Pulitzer, and National Book Critics Circle Award, to name a few), Toni Morrison was an author of international renown whose books routinely occupied a place on domestic and international best seller lists. Indeed, it is safe to say that her work transcended what many readers ascertain as "black writing" in the 21st Century. Her works consistently engaged the role memory, place, and community play in our lived experience. But how did Morrison understand her literary project in light of the fact that she eschewed the white gaze as a controlling motif in her fictions? In a moment when discussions about how-and sometimes, whether-we value Black bodies are happening all around us, this course offers us an opportunity to use the reading of Morrison's novels as a catalyst for new ways to think not only about how we can occupy place, but happily cohabit with our neighbors whether they look like us, share our point of origin, or reflect our values. In the process, we will endeavor to become a learning community in which critical thinking, analysis, dialogue, and debate are central to developing inclusive methods of inquiry.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Fall 2023. Beavers.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 058. Climate Fiction**

*(Cross-listed as ENVS 058 )*

*Climate fiction responds to the immensity of climate change through a variety of modes including journalism, dystopia, speculation, black comedy. We will hone skills of thinking, writing, and speaking critically about cultural forms and social structures entangled with our changing climate and environment. Authors include Octavia Butler, Margaret Atwood, Jesmyn Ward, and Richard Powers.*

*20th/21st c.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 062. Classic Black Autobiography**

*A survey of twentieth-century Black autobiography, emphasizing the significance of the autobiography as an act of representation, not simply a document of experience. What strategies do Black narrators like Du Bois, Wright, Hurston, Dunham, Baldwin, Lorde, and Malcolm X employ to represent themselves, and how? How do their textual strategies and contextual concerns change from the Jim Crow regime into the post-Civil Rights era?*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for BLST.*

*Fall 2021. Foy.*

*Spring 2024. Foy.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 063. Contemporary Black Autobiography**

*How does the Black subject become the source and site of intersectional theory? This course examines the complexities of Black self-presentation in relation to gender, sexuality, class, place, and history, with a particular focus on developments within the last decade, the era of Black Lives Matter.*

*20th/21st c.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST.*

*Spring 2022. Foy.*

*Spring 2023. Foy.*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 064B. Black Renaissance and Resistance**

*The second in a sequence of courses on the development of African American literature, this course explores the historical conditions, political concerns, and aesthetic currents of Black cultural production during the Harlem Renaissance of the 1920s through its aftermath in the 1930s. 20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for BLST.*

*Spring 2022. Foy.*

*Spring 2024. Foy.*

### **ENGL 064C. Black Protest and Possibility**

*The third in a sequence of courses on the development of African American literature, this course examines both the rise of popular Black protest literature and other works that sought to counter, complicate, or complement it during the 1940s and 1950s. Through the work of such Black writers as Wright, Petry, Ellison, Baldwin, Brooks, Himes, Marshall, and Hansberry, we will consider how they addressed the dilemmas of racial representation. 20th/21st c.*

*20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for BLST.*

*Fall 2022. Foy.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 064D. Soul Power**

*The fourth in a sequence of courses on the development of African American literature, this course examines the impact of Black cultural nationalism on the poetry, drama, fiction, and autobiography of the 1960s, attending to the iconography, ideology, and aesthetics of "soul." 20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for BLST.*

*Spring 2023. Foy.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 065. Asian American Literature**

*How does Asian American literature function as the site of key debates about ethnic and national identity? This course explores Asian American cultural production over the past 50 years, beginning with *Flower Drum Song* (1961), the first Hollywood film starring an all-Asian American cast, and ending with the Pulitzer Prize winning author Jhumpa Lahiri's short stories. Authors include Maxine Kingston, Chang-Rae Lee, David Henry Hwang, and Theresa Hak-Kyung Cha. 20th/21st c.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 066. In/Visible: Asian American Cultural Critique**

*Popular representations of Asian Americans frame this immigrant group as either invisible (unseen and unheard) or hypervisible (as "yellow peril" or "terrorist"). By contrast, the writers, scholars, and artists that we will examine in this class challenge such linear narratives, and create new futures of Asian America. This class will highlight critical theories of race and ethnicity in relation to a wide range of textual forms: literature, performance, visual culture. Students will also collaborate, when possible, with Asian American arts organizations in the Philadelphia area.*

*Prerequisite: ENGL 065, 19th/20th Century English course*

*INTP, GSST, FMST classes will also be considered.*

*Eligible for ASIA, GSST, ESCH*

## **ENGL 067. James Baldwin's Civil Rights**

*Focusing on that prolific period from the late 1950s to the early 1970s when James Baldwin arose as a spokesperson, celebrity, and artist of the Civil Rights Movement, this course engages his thought through his fiction, essays, drama, and memoir, paying particular attention to the ethics and aesthetics of Blackness, race, gender, sexuality, and history.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for BLST.*

*Fall 2022. Foy.*

*Fall 2023. Foy.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 068. Black Culture in a "Post-Soul" Era**

*Since the 1970s, younger generations of African American writers, artists, and intellectuals have struggled over the meaning of Blackness in the wake of the Civil Rights and Black Power movements that preceded them. Supported by a handful of historical and critical studies, we will examine how black novelists, playwrights, and poets in the 'post-soul' era have dealt with a complex of shifting and interconnected concerns, including the imperatives of racial representation in a society increasingly driven by mass consumption and global media, the contentious discourses of sexual politics, and the polarization of classes within Black America.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 069. Reconstructing US Culture 1866 to 1900**

*This course will introduce students to the U.S. literature of the Reconstruction era. We will interpret the historical period and political project of "Reconstruction" broadly to include texts produced during and, in some cases, after the formal period of direct federal intervention in the south after the Civil War. If, as many scholars have suggested, Reconstruction was ultimately a contest over meaning—the meaning of the Civil War, of freedom, of race, of the nation, and of citizenship—then it did not end in 1877. Indeed, as the historian Eric Foner has suggested, Reconstruction is still not over. In addition to introducing students to the culture of the Reconstruction period, this course will also broadly consider the place of war, national citizenship, freedom, and race in post-bellum American literature. Authors to include Pauline Hopkins, Mark Twain, Charles Chesnut, Albion W. Tourgée, WEB Du Bois, Ida B. Wells, and Kate Chopin.*

*GATEWAY English Literature. For English Literature majors and minors, this course can count as either an 18th/19th or 20th/21st century course.*

*Humanities.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 071A. The Short Story en las Américas**



(Cross-listed as SPAN 071, LITR 071S)

*This team-taught course will offer a wide-ranging overview of the short story in the Americas from a comparative perspective, emphasizing continuities and also identifying areas of innovation and transformation.*

*The course will begin in the early 19th century with masters whose daring work in this "minor" form gave the short story new prominence in literary history: Poe, Hawthorne, and Chesnut. Later, the class will focus on Quiroga and Borges whose innovations redefined the genre, and moved Latin American fiction into the forefront of world literature.*

*By focusing on close reading and class discussions, we will seek to discover the distinctive characteristics of the short story, and outline its development and transformation across the continents. Does the short-story bind together the diverse literatures of the United States and Latin America? How should we identify and understand parallels between the works in English and those in Spanish? How should we explain contrasts? Of particular interest will be dialogues and influences crossing languages and literary traditions: Poe and Horacio Quiroga; Hemingway and Borges; Borges/Cortázar inspiring Barth; Rulfo's and García Márquez's (and others') influences on US-based Latinx writers.*

*Readings, assignments, and class discussions will be in English. No prior knowledge of Spanish or Portuguese is necessary. This class is open to all students, without prerequisites.*

*For English Literature majors and minors, this course can count either as an 18th/19th or 20th/21st century course. Humanities.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 071B. The Lyric Poem in English**

*English 071B is a survey of the lyric poetry in English from the Middle Ages up to the present, along with a few works read in translation. Students will learn the basics in understanding and enjoying the music of poetry, including scansion and prosody (beats and sounds). They will also learn to appreciate the basic forms of lyric poetry, including ballads and sonnets and many other forms, as well as "free" verse; they will also receive instruction on how to appreciate metaphors, irony, and the many other figures of speech and rhetorical techniques poems employ. They will also gain appreciation of poetic history and the many ways in which poets and their work have historically interacted with their eras, while also creating work that can powerfully speak to us in our present moment.*

*We'll use *The Making of a Poem: A Norton Anthology of Poetic Forms* (Ed. Mark Strand and Eavon Boland) and Camille Paglia's *Break, Blow, Burn*, a collection of essays on some of the most famous poems in English. Other course materials will be posted as needed on the English 71B Moodle site.*

*This course is focused on great poems from the past (from the medieval era to the twentieth century), but both *Making of a Poem* and Paglia treat us to some very contemporary poems and poets as well.*

*For majors and minors, this course can count either as a Med/Ren, 18th/19th, or 20th/21st century course, depending on the topics of the majority of the student's written work. Discuss your options with the professor.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Spring 2022. Schmidt.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 071D. The Short Story in the U.S.**

*Reading assignments will primarily be short stories, but will also include selected other relevant materials. The course will begin in the early 19<sup>th</sup> century with masters whose daring and innovative work gave the short story new prominence in literary history: Poe, Irving, Hawthorne, and Melville. The syllabus will include significant late 19<sup>th</sup>- and early 20<sup>th</sup>-century authors who built on this legacy (such as James, Chopin, Hemingway, Fitzgerald, Hurston, and Faulkner, among others). After vacation break we'll turn to later authors such as Eudora Welty, Ray Bradbury, Toni Cade Bambara, Thomas Pynchon, George Saunders, Sandra Cisneros, Jennifer Egan, Edwidge Danticat, and many others. Our syllabus will also feature published work by recent Swarthmore graduates who have gone on to become published fiction writers.*

*This is a Gateway English Literature course, suitable for anyone's first or second English literature course. Majors and minors are also welcome. For majors and minors, this course can count either as an 18th/19th or as a 20th/21st century course, depending on the topic of the final research paper.*

GATEWAY English Literature.  
Fall 2022. Schmidt.

### **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?*

20th/21st c.

Humanities.

1 credit.

Eligible for GSST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 072. Global Modernisms: Anticolonial Modernism**

*In this course, we will survey global fiction from the twentieth- and twenty-first centuries, tracing an arc of modernist literary practices that extends beyond the largely American and European coterie of high modernists. We will put pressure on the geopolitics of literary modernism(s), exploring how historical currents and theoretical frameworks breed new critical lenses for modernist form. And we will ask: what does it mean to be modernist?*

20th/21st c.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for GBLB-core

Spring 2022. Patnaik.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 076. The World, the Text, and the Critic**

*This core course introduces students to critical approaches in contemporary global literatures. We will explore how literature represents the relationship between "the West and the Rest," and examine our own relation to colonial and postcolonial histories. Novels include *White Teeth*, *The God of Small Things*, and *Heart of Redness*.*

20th/21st c.

Humanities.

1 credit.

Eligible for GBLB-core

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 077. South Asians in America**

*This class surveys a century of migration from the Indian subcontinent to the United States. Two questions will guide our readings and discussion: First, what does it mean to identify as South Asian? Second, how do new ethnic identities expand our understanding of what it means to be American? In this interdisciplinary class, we'll read Pulitzer Prize winning authors Jhumpa Lahiri and Ayad Akhtar; discuss what it means to identify as "brown" or "Muslim" after 9/11; and explore the lives of South Asian teenagers in Silicon Valley; political activists in New York City; and workers and artists nationwide. Throughout our readings, we will explore how ethnicity is shaped by differences of gender, religion, sexuality and class.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 078. Modernism**

*This course introduces students to high modernism, a period of literary experimentation that spanned the first half of the twentieth century. We will be interested in innovative forms, failed experiments, inner lives, social movements, and the looming shadow of history. Expect to encounter authors such as Conrad, Forster, Woolf, Joyce, Barnes, and Faulkner.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Fall 2022. Patnaik.*

*Spring 2024. Patnaik.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 079. What is Cultural Studies?**

*What in the world is cultural studies? Focusing on film, art, fashion and music, we'll explore how to read and write about culture and power. Literary close reading will go hand in hand with ethnography, historiography, cinema studies, and aesthetic theory. Highlighting how race, class, sexuality and gender intersect in the production and consumption of cultural texts, the class emphasizes how what we read is part of the world in which we live.*

*20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GSST*

*Fall 2021. Mani.*

*Spring 2023. Mani.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 080. Introduction to Literary Theory**

*This course introduces you to a range of theoretical methods for literary interpretation, including feminism, queer theory, Black studies, postcolonialism, Marxism, (new) historicism, ethnic studies, psychoanalysis, Native studies, ecocriticism, disability studies, and book history. We will read a selection of particularly fruitful approaches to understanding literature, including classic texts and exciting recent work; apply these methods to a variety of primary texts; and experiment with how we might extend and remake them in our own critical practices.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Fall 2021. Cohen.*

*Fall 2022. Cohen.*

*Fall 2023. Cohen.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 081. Transgender Life Writing**

*This course engages the work of writers who identify as transgender, asking about the relationship between intersectional transgender experience and life narrative. How has the closet typically structured narrative and subjectivity? How does transgender writing redefine ideas of character and continuity? How do narrative and intersectional gender theory form and inform one another? How do various writers configure transgendered bodies?*

*Humanities.*

*1 credit.*

*Spring 2023. Johnson.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 082. Transnational Feminist Theory**

*This class introduces perspectives from domestic United States and global contexts in order to ask: How do the contributions of women of color in the United States and of feminist movements in the "Third World" radically reshape the form and content of feminist and queer politics? Through critical inquiry into major texts in transnational feminist and queer studies, the course dynamically reconceptualizes the relationship between women and nation; between gender, sexuality and globalization; and between feminist/queer theory and practice.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 083. On Violence**

*A dark lexicon emerged out of the 20th century: total war, genocide, and collateral damage were new terms invented to describe "new" versions of atrocity. But does our ability to name violence mean that we understand it any better? This course explores the aesthetic and narrative structures of violence in modern fiction, film, critical theory, and law. Even as we recognize texts as pertaining to distinct modes (modernism, postmodernism, contemporary literature) we will explore how histories of colonialism and racism condition formal innovation.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 084. Human Rights and Literature: Borderzones of the Human**

*This course examines how twentieth- and twenty-first-century narratives imagine "the human." Shortly after the signing of the Universal Declaration of Human Rights in 1948, Hannah Arendt argued that the "right to have rights" is not, in fact, universal: in practice, rights are secured by the state. But if human rights operate within the framework of the nation-state, the problems of the contemporary moment do not. How, then, do we begin to imagine the rights-bearing human in an age of mass migrations, privatized militaries, global flows of capital, climate crises, and the world wide web? The first section of this class will be devoted to studying the ways human rights advocacy and practice has traditionally depended upon narrative structures (testimony, witnessing, reportage) and the sympathetic imagination in order to raise awareness of atrocity. The second half of the class will explore how such attempts to narrate the human face new obstacles in the twenty-first century. Course readings will include a wide array of narrative forms, from novels, memoirs, photography and film to ad campaigns, NGO reports, and Freedom Information Act requests. Primary texts will be supplemented by secondary readings (Jacques Derrida, Hannah Arendt, Giorgio Agamben, Joseph Slaughter, Deboraati Sanyal, and Eyal Weizman) and by research labs that will introduce students to local and regional human rights work.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, ESCH*

*Fall 2022. Patnaik.*

*Fall 2023. Patnaik.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 084A. Reparations**

*In this course, we will analyze how reparations become embraced by human rights over the course of the twentieth century as a mechanism for redressing human wrongs. We will situate reparations as they emerge in national and international contexts, including redress for Japanese-American internment during World War II, the truth commissions in Central America and post-apartheid South Africa, civilian killings during the War on Terror, and reparations for slavery within America. Expect to engage with literature, philosophy, literary and legal theory, national and international treaties, and archival sources.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 086. Theory Capstone: Thinking in Crisis**

(Cross-listed as HIST 090J , INTP 091)

This course explores important works of theory, history, and fiction that were produced during (and in response to) moments of profound social, economic, and political crisis.

20th/21st c.

Humanities.

1 credit.

Eligible for INTP

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 087. American Narrative Cinema**

(Cross-listed as FMST 021)

This course surveys U.S. narrative film history with an emphasis on the Hollywood studio era. We consider how genres such as the western, the melodrama, and film noir express aspirations and anxieties about race, gender, class and ethnicity in the United States. Film is understood as narrative form, audiovisual medium, industrial product, and social practice. Classical Hollywood is approached as a national cinema, illuminated by attention to independent narrative traditions ("race movies," New Queer Cinema).

20th/21st c.

Humanities

1 credit.

Eligible for FMST

Catalog chapter: Film and Media Studies

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 089. Race, Gender, Class and Environment**

(Cross-listed as SOAN 020M, ENVS 043)

This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offer students opportunities for community-based learning working in partnership with local organizations.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for BLST, ENVS, ESCH, GSST, GLBL-core

Spring 2022. DiChiro.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 089B. Environmentally Engaged Literature: Pollutants, Fossil Fuels, and Atomic Bombs**

(Cross-listed as ENVS 044)

Pollutants. Fossil Fuels. Atomic Bombs. In many ways, pesticides, oil, and plutonium structure our lives; they impact our health, our politics, and may even threaten the existence of life itself. Ironically, because these materials permeate nearly every aspect of our existence, the human mind can struggle to comprehend them. In this course, we will read literature that engages with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies of these materials tend to focus on their scale and widespread impact.

Reading poetry, plays, short stories, and novels will allow us to imagine these materials more intimately-through individual, cultural, and aesthetic perspectives. In this course, students will ask: How can literature help us to understand-and perhaps change-our material, economic, and social environments? How has our relationship to materials changed over time? How do environmental and material realities impact cultural production and imagination? Texts under discussion will likely include: Rachel Carson's *Silent Spring* (1962); Terry Tempest Williams' *Refuge* (1991); Mark Nowak's *Coal Mountain Elementary* (2009); Lesley Battler's *Endangered Hydrocarbons* (2015); Andrew Bovell's *When the Rain Stops Falling* (2012); Adam Dickinson's *The Polymers* (2013); and two films: *Hiroshima mon Amour* (dir. Alain Resnais, 1959) and *There Will Be Blood* (dir. Paul Anderson, 2007). Course requirements include active participation; a close-reading paper; an engaged assignment; and a final research paper. All students are welcome.

GATEWAY English Literature.

Humanities.  
1 credit.  
Eligible for ENVS, ESCH  
Fall 2021. Price.

## **ENGL 089E. Ecofeminism(s)**

*(Cross-listed as ENVS 042)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai. GATEWAY English Literature.*

*First year students need instructor's approval.*

Humanities.

1 credit.

Eligible for ENVS, INTP, GSST, ESCH, GLBL

Fall 2023. DiChiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENGL 090. Queer Media**

*(Cross-listed as FMST 046)*

*The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence, and even the most mainstream media forms have been queered by subcultural reception. Challenging Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film through the lens of queer theory.*

*20th/21st c.*

Humanities.

1 credit.

Eligible for GSST, INTP, DGHU

Fall 2023. White.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **ENGL 090A. Minor Characters and Ordinary People: New Methods in History and Literature**

*(Cross-listed as HIST 090N )*

*Novels, social media, close friends, and parents help us feel like main characters in our own lives, but most of us will remain minor, relatively unimportant characters in any larger context. This course will explore the problem of the minor character and the ordinary person from the conflicting and complementary perspectives of the historians and the literary critic, using both traditional and computational methods. Are there formal analytic strategies for interpreting and examining minor characters and ordinary individuals that do not insist on moving them from the margins to the center? Or are all minor characters simply understudy protagonists and consequential people waiting for their time in the spotlight? We will trace this problem through major works of history and literature and through their transformation and interpretation using qualitative and quantitative methods. Students will create an original essay, art project or other work on a minor character or about the idea of minor character as part of the course's final publication project.*

*For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.*

Humanities.

1 credit.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

## **ENGL 092. Marxist Literary and Cultural Studies**

*How has Marxist thought informed the study of literature and culture, and how does Marxism speak to us today? This class provides a grounding in the work of Marx and Engels and then investigates how a range of more recent writers have built upon their ideas, particularly in relation to questions about race, gender, sexuality, and late capitalism. We will try out these interpretive approaches on a selection of primary texts, including poetry, pop music, advertisements, radical newspapers, fiction, and film--some assigned and some generated by the class.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GLBL-Core*

*Fall 2021. Cohen.*

*Fall 2023. Cohen.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 094. Aydelotte Seminar on Liberal Arts Education**

*(Cross-listed as HIST 090L )*

*The research-intensive, partly project-based Aydelotte Seminar surveys the past and present of liberal arts education, and speculates wildly on its possible futures. Drawing on research, writing, and in-person expertise from inside and outside the academy and from across a wide range of disciplines and methods, the seminar examines how access and financial aid, curricular decisions, diversity, inequality, governance, and knowledge production play out in the context of the liberal arts institution.*

*Humanities.*

*1 credit.*

*Eligible for ESCH*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **Creative Writing Workshops**

*The department offers two types of creative writing courses.*

*One course style focuses primarily on creative work: Poetry Workshop (070A), Fiction Workshop (070B), Advanced Poetry Workshop (070C), and Advanced Fiction Workshop (070H). These workshops are limited to 12 participants, graded CR/NC. Registration for introductory workshops is open but may be decided by course lottery; registration for advanced workshops requires completion of an introductory workshop or permission of the instructor.*

*Other creative writing courses incorporate more substantial reading and written analytical responses: for example, the First-Year Seminar Grendel's Workshop (009R). These courses are limited to 12 or 15 participants; some are graded and some are CR/NC; refer to the department web site for the latest information.*

## **ENGL 009R. First-Year Seminar: Grendel's Workshop**

*This course will be a study of several traditional literary texts and of modern reshapings of these old stories into new artistic forms. Pairings of old and new will include various versions of Cinderella/Ashputtle, Little Red Riding Hood, Beowulf and Gardner's Grendel, and Shakespeare's Hamlet and Stoppard's Rosencrantz and Guildenstern Are Dead. There will be both critical and creative writing assignments in the class.*

*John Gardner rewrote the ancient epic Beowulf in modern idiom from the monster's viewpoint. Tom Stoppard showed us what Rosencrantz and Guildenstern were up to offstage in Shakespeare's Hamlet. Angela Carter's Red Riding Hood was fascinated by the company of wolves. Students will study old texts and their modern revisions and then write both critical papers about the them and also, using the re-telling models as starting points, reshape their own beautiful or beastly visions in creative writing forms. Here are some retelling slants: What is the story of the rat in Cinderella who is turned into a coachman? What is Ophelia dreaming in Hamlet as she slides into the netherworld of drowning and death? What is the mute lullaby which Grendel's mother uses to sing him (or herself) to sleep in her underwater cave each night? What might the wolf in LRRH and Grendel have to say to one another over cappuccino in Kohlberg?*

*This First-year Seminar counts as both a Writing Class (W) and an English Dept. Creative Writing workshop.*

*Humanities*

*Writing course.*

*Fall 2021. Williamson.*

*Fall 2022. Williamson.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 070A. Poetry Workshop**

*This workshop emphasizes each individual's distinctive voice within the context of contemporary poetics as students work through formal exercises and thematic experiments, reading and commenting on each other's writing. Attendance at readings required. Limited to 12 students. Graded CR/NC. Limited to 12.*

*Humanities.*

*1 credit.*

*Spring 2022. Williamson.*

*Spring 2023. Bolton.*

*Spring 2024. Schmidt.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 070B. Fiction Workshop**

*This course is a systematic introduction to the craft of fiction writing. It will consist of in-depth analyses of selected short stories in conjunction with workshops of your own stories. Basic craft elements such as plot, character development, dialogue, imagery, voice, figurative language, and point of view will be explored. Attendance at visiting author readings is required. This course is limited to 12 Students. Enrollment is by permission.*

*Graded CR/NC. Limited to 12.*

*Prerequisite: Permission of instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Okparanta.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 070C. Advanced Poetry Workshop**

*Poetry books often represent their authors' conscious statements, made through selection, organization, and graphic presentation. In this workshop, students design and complete their own volumes. Attendance at readings required. Limited to 12 students.*

*Graded CR/NC.*

*Prerequisite: ENGL 070A, 070D, 070G, or 070J, or similar workshop elsewhere. Admission and credit determined by instructor.*

*Humanities.*

*1 credit.*

*Fall 2022. Staff.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 070G. Writing Nature: Digital Storytelling**

*(Cross-listed as ENVS 045A)*

*This course uses the Crum woods as a laboratory setting for the production of multimedia poems and brief memoirs. Digital stories combine spoken words with images, sound, and sometimes video to create powerful short movies. We'll spend time grappling with some of the stories inherent in the Crum woods ecosystem as well as the multifaceted story of our relationship to the woods. The class will conclude with a public screening of work produced.*

*Limited to 15.*

*Humanities*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 070H. Advanced Fiction Workshop**

*This class, which will focus on episodic writing in the novel (and novella), is for students who are already fairly comfortable making narratives and developing characters. Through reading, workshop critique, and significant revision, students will experiment with ways to deepen and*



*transform their fiction. Attendance at readings required. Limited to 12 students.  
Graded CR/NC. Admission and credit determined by instructor.  
Prerequisite: ENGL 070B or similar fiction workshop, or permission of instructor.  
Humanities.  
1 credit.  
Fall 2021. Okparanta.  
Spring 2023. Okparanta.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 070K. Directed Creative Writing Projects**

*Students - whether Course or Honors majors or minors -- who plan a directed writing project in fiction or poetry must consult with the Director of the Program in Creative Writing and if possible 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. In spring 2021, the deadline for written applications for the Directed Creative Writing Project for 2021-22 and 2022-23 is April 19. For projects proposed for the spring semester, students should confirm their interest by updating their application by the Monday after fall break.  
Graded CR/NC.  
Humanities.  
1 credit.  
Fall 2021. Staff.  
Spring 2022. Staff.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 070L. Creative Writing Outreach**

*(Cross-listed as EDUC 073)  
Where do arts, education and activism meet? In this course students will explore artistic affinities through creative writing activities and consider arts education and advocacy through diverse texts. Students will cultivate skills necessary to becoming Teaching Artists in imaginative writing at the elementary level through coursework as well as through volunteer placement in local schools. Topics covered include: creative curriculum development and presentation, educational climate for grades K-5 and teaching pedagogy.  
Limited to 15.  
Humanities.  
1 credit.  
Eligible for CBL  
Fall 2023. Browne.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 070R. River Stories**

*(Cross-listed as ENV5 045B )  
The Delaware River is the longest free-flowing river east of the Mississippi: it is also a repository of American history, from Washington's midnight crossing during the Revolutionary War through Indian massacres through the era of pollution and the effects of the Clean Water Act. Twelve upper-class students will have the opportunity to spend time on the river before the start of the semester: we'll take 7-10 days to canoe and/or kayak, camp, explore ecosystems and natural history, visit water treatment centers, write, and gather media (photos, video, sound files). In addition to a traditional English paper and a research essay on environmental issues affecting the Delaware River, students will keep field journals and write poetry, short fiction, and non-fiction prose. One or more of these creative pieces will be turned into a digital story; several will be added to a communal memory map of the Delaware.  
Graded CR/NC. Limited to 12.*

Eligible for ENVS, ESCH  
Catalog chapter: English Literature  
Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 070S. Screenwriting**

*This course introduces students to the fundamentals of screenwriting while enabling them to explore their unique sensibility as writers. We consider how screenplays differ from other dramatic forms and understand what makes good cinematic storytelling. By looking at short and feature-length scripts and films, we examine issues of structure, character development, effective use of dramatic tension and dialogue, tone, and theme. Through in-class exercises and discussions, students flesh out their ideas and grapple with their writing in a supportive workshop atmosphere. Coursework includes screenings, short assignments, and the completion of several drafts of a short screenplay. No previous writing experience required.*

*Prerequisite: Instructor's approval.*

*Humanities.*

*1 credit.*

*Eligible for FMST and ENGL.*

*Fall 2021. Evans.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **ENGL 070T. Translation Workshop**

*(Cross-listed as RUSS 070, LING 070, LITR 070R)*

*This workshop in literary translation will concentrate on both theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for linguistics credit will write a final paper supported by a smaller portfolio of translations. No prerequisites exist, but excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.*

*Humanities*

*1*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 070V. Memory into Memoir**

*This workshop will focus on memoir: prose writing based on personal history. In our practice we will pursue the art and craft of transforming the raw material of recollected experience into written narrative. Students will explore creative techniques including approach, research, organization, and stylistic concerns, with the aim of producing a polished original memoir project. The larger conversation in the course will address issues ranging from definitions of memoir, the ethical obligations of memoirists, the emotional weight of sharing personal writing, and the place of memoir in the literary marketplace. The majority of class time will be devoted to discussion of participants' ongoing work. In addition, students will be expected to read widely from selected memoirs by authors ranging from Augustine to Akwaeke Emezi. At the end of term, students will submit a final portfolio of their revised work.*

*Graded CR/NC. Limited to 12.*

*Humanities.*

*1 credit.*

*Fall 2021. Lee.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

### **ENGL 070X. Experiments in Nonfiction**

*What are the personal and political stakes of writing from life? This workshop is for students interested in exploring non-fiction beyond conventional memoir. From lyric essays to critical life-writing, from hybrid journalism to conceptual writing, students will read and experiment with new forms as well as discuss each other's work. Students will focus on contemporary writers like Anne Carson, John D'Agata, Claudia Rankine, and Maggie Nelson, while also hearing from other voices gleaned from antiquity to the present.*

*Graded CR/NC. Limited to 15.*

*Humanities.*

*1 credit.*

Catalog chapter: *English Literature*  
Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 070W. Writing the Short Story**

*Short story writing is arguably the most challenging of all fiction writing. This class focuses on the craft of writing short stories and breaks down the story into elements such as: character, dialogue, plot, point of view, and structure. Students will be required to read and discuss fiction by major writers, to critique each other's work, and to write and revise at least one short story.*

*Graded CR/NC. Limited to 12.*

*Humanities.*

*1 credit.*

*Spring 2022. Lee.*

Catalog chapter: *English Literature*

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 070Z. Introduction to Creative Writing**

*This multi-genre course will spend one intensive week focusing on each of the following genres: poetry, fiction, creative nonfiction, and multimedia (digital storytelling). Each day will include some reading and discussion (to help you discover models and inspiration for your work), and "in-class" writing exercises. Tuesday, Wednesday, and Thursday of each week will be workshop days, featuring the work of four class members each day. By the end of the J-term, you will have a digital story and a writer's portfolio as well as a basic grasp of the elements of poetry, fiction, and creative nonfiction.*

*Graded CR/NC.*

*Humanities.*

*1 credit.*

Catalog chapter: *English Literature*

Department website: <https://www.swarthmore.edu/english-literature>

## **Independent Study, Method, 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 before the semester in question. Normally limited to juniors and seniors and available only if a professor is free to supervise the project.*

*0.5 - 1 credit.*

*Fall 2023. Staff.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 098. Senior Thesis**

*Course majors may pursue a thesis for 1 (40-50 pages) or 2 (80-100 pages) credits. A proposal for the project must be submitted in April of the junior year. Before submitting this proposal, course majors must consult with a prospective faculty supervisor. This work does not replace ENGL 099, required of every course major. Available only if a professor is available to supervise the project.*

*1 - 2 credits.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 099. Senior Course Majors Colloquium**

*This colloquium is open to senior course majors in English Literature. Focusing on the senior essay required to complete the major, this class features guest lectures by faculty and critical readings on literary theory and methodology. Short writing assignments in this class will build towards the senior essay, as students work in peer-centered environments as well as individually with the instructor. Students will complete their senior essays by the end of the fall semester.*

*See professor to establish credit category.*

*Prerequisite: ENGL 096 or ENGL 080*

Humanities.

1 credit.

Spring 2022. Song.

Spring 2023. Staff.

Fall 2023. Song.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## Honors 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.*

## Medieval and Renaissance Honors Seminars

### **ENGL 101. Shakespeare**

*Study of Shakespeare as a dramatist. The emphasis is on the major plays, with a more rapid reading of much of the remainder of the canon. Students are advised to read widely among the plays before entering the seminar.*

Med/Ren

Humanities.

2 credits.

Fall 2023. Johnson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 102. Chaucer and Medieval Literature**

*A study of medieval English literature with an emphasis on Chaucer. Texts will include Beowulf, Old English poems, Sir Gawain and the Green Knight, Chaucer's Canterbury Tales and Troilus and Criseyde, Margery Kempe's autobiography, selected mystery plays and Everyman, and Arthurian materials. Some works will be in Middle English; others, in translation.*

Med/Ren

Humanities.

2 credits.

Eligible for MDST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## 18th and 19th Honors Seminars

### **ENGL 111. Victorian Literature and Culture**

*This research-intensive seminar on the Victorian novel as a genre and a material object asks how literature can be both product and producer of its historical moment. Readings include novels by authors like George Eliot, Anthony Trollope, Elizabeth Gaskell, Wilkie Collins, George Meredith, Thomas Hardy, Bram Stoker, and Margaret Oliphant.*

18th/19th c.

Humanities.

2 credits.

Eligible for INTP

Fall 2021. Staff.

Fall 2022. Burma.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 114. Early American Media Cultures**

*This course borrows some of the methods of new media studies to look anew at the multimedia culture of the 18th- and 19th-century United States. We will study newspapers, maps, wampum, photographs, songbooks, advertisements, and counterfeit money, alongside literary texts that thematize this rich media culture.*

*18th/19th c.*

*Humanities.*

*2 credits.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## 20th and 21st Honors Seminars

### **ENGL 116. Redefining US Southern Literature**

*(Cross-listed as BLST 116)*

*Our focus this year will be on the long, grand, and problematic tradition of U.S. Southern literature especially fiction in both comic and tragic modes as it developed after the Civil War to the present.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Spring 2023. Schmidt.*

*Fall 2023. Schmidt.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 117. Theories and Literatures of Globalization**

*This seminar examines the literary and cultural dimensions of globalization. Pairing novels and short stories by major global writers with ethnographic and historical texts, we will examine the relationship between colonialism and postcolonialism; modernity and globalization; racial formation and the nation-state. By developing a critical engagement with theories of identity and difference, we will explore the ways in which global literatures engender new politics of nationalism, race, and sexuality.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Eligible for GLBL-core*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **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.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 119. Black Cultural Studies**

*How have black writers both represented and theorized a series of tensions characterizing African American culture since the end of slavery—between past and present, roots and routes, folk and modern, sound and vision, city and country, nation and diaspora, culture and capital, people and power? Motivated by such concerns, this seminar will examine approaches to African American literature that are historical, cultural, and theoretical. Prior work in African American literature and/or Black Studies is recommended.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Eligible for BLST*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 121. Modernism and Forgetting**

*This course is an advanced research seminar on the literatures, cultures, and theories of modernism. Central questions include: How do aspects of psychic life, such as mourning and trauma, exert pressure on literary form? Why do memory's material traces (the archive, the photograph) enthrall the modernist imagination? What ethical or political values attend literary projects of remembering? Of forgetting? We will situate modernist literary practice alongside psychoanalytic, postcolonial, queer, and feminist critique.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Eligible for INTP, GLBL-Core*

*Spring 2022. Staff.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **Honors Thesis and Independent Study**

#### **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. The 2-credit thesis project may take place over 1 or 2 semesters.*

*1 - 2 credits.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

#### **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.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **Academic Writing Courses**

*These courses are writing-intensive courses that count toward graduation credit but not toward the English major. They may not be substituted for a prerequisite course in English.*

#### **ENGL 001C. Writing Pedagogy**

*(Cross-listed as EDUC 001C)*

*This seminar serves as the gateway into the Writing Associates Fellowship Program (WAs). Students are introduced to the theory and pedagogy of composition studies and the concept of reflective practice. The seminar asks students to connect theory with practical experience when assessing how best to engage with different student writers and different forms of academic prose.*

*Open only to those selected as Writing Associates. Meets distribution requirements but does not count toward the major.*

*Graded CR/NC.*

*Humanities.*

*Writing course.*

*1 credit.*

Fall 2021. Newmann Holmes  
Fall 2022. Newmann Holmes  
Fall 2023. Newmann Holmes  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 001D. Writing Tutorial**

*Students currently enrolled or have completed an academic writing course, in consultation with the professor of these courses, may enroll in the tutorial. Students will set up an individual program to work with the professor on writing for the course or other courses.*

*Humanities.*

*0.5 credit.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 001F. Transitions to College Writing**

*This class introduces students to the different genres of writing required at the College. Through assignments and class readings students learn what they might need to transition from writing in high school to writing at Swarthmore. Meets distribution requirements but does not count toward the major. Students may take ENGL 001F and an English Literature first-year seminar (ENGL 008 A-Z and 009A-Z).*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Mera Ford, Mishra.*

*Spring 2022. Mishra, Newmann Holmes*

*Fall 2022. Mera Ford, Mishra*

*Fall 2023. Mishra.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 001J. First-Year Seminar: Persuasion**

*This course will ask students to interrogate the tools of oral and written persuasion across different academic and public discourse communities. We will look at such topics as activism, marketing, and political campaigns. Students will engage with such questions as: How do we listen and empathize with others in order to argue from one's own position? How do we use lived experience to support or advance a narrative and what responsibilities do we, as author, have to authenticate the experience? How do we use images to speak to different audiences? Students will be able to critically examine how persuasion works in their own communications and the communications of others in real contexts.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 002M. Medical Writing and Rhetoric**

*This course introduces students to the field of medical humanities and to typical genres of writing within medicine. By analyzing texts and narratives by physicians and other health practitioners, we will identify and assess rhetorical strategies used to communicate with specialist and non-specialist audiences. By composing their own patient or witness narratives, students will further develop effective rhetorical techniques to engage both a scholarly and civic audience. We will also explore representations of medical (mal)practice from popular culture to interrogate dominant myths—perpetuated through visual, digital, and written media—that inform the social and rhetorical contexts of medical discourse.*

*Humanities.*

*Writing.*

*1 credit.*

*Spring 2022. Mera Ford*

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 002V. Visual Rhetorics and Multimodal Writing: Making arguments with image, text, and sound**

*We live in visually-mediated times. The rhetorical power of images-to inform, persuade, and manipulate-is especially worthy of our attention as 21st-century writers. Increasingly, whether in the sciences, humanities, or in popular discourse, we are asked to create multimodal texts-that is, texts which combine visual, aural and alphabetic modes. In English 2V students will gain hands-on experience producing maps, video essays, and argument-driven essays for online audiences and analyzing multimodal arguments made by others. Students will revise projects in response to feedback from classmates, the professor, and other readers/audience members, and class time will be given to developing both traditional and multimodal writing processes.*

*Humanities.*

*Writing Course.*

*1 credit.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 002W. Words Matter: Crafting and Critiquing Rhetorically Effective Styles**

*Style: one of the most elusive and debated concepts in writing. Style: easy to feel its palpitation in the works of our favorite authors but hard to analyze. Style: they say it's unteachable. Style: create one by breaking conventions, but go too far and invite damnation...This course will flirt with and at times push back against such notoriety about style. This course will help you develop one in your academic and essayistic prose through close reading of other writers' style, genre studies, hands-on practice, and reflection. Get ready for some experimentation, risk-taking, fun (yes, fun!), and copious writing.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Spring 2022. Mishra*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 003A. Independent Study and Directed Reading in Writing Studies**

*Students who plan an independent study or a directed reading must consult with the appropriate instructor and submit a prospectus for such work before the beginning of the semester during which the study is actually done. The course is available only if a professor is free to supervise the project.*

*Humanities.*

*0.5 or 1 credit.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 005. Journalism Workshop**

*An introduction to news gathering, news writing, and journalism ethics. Students learn the values, skills, and standards crucial to high-quality journalism. They write conventional news stories, narratives, profiles, non-deadline features, trend stories, and point-of-view articles on a beat of their choosing. Guest speakers include award-winning reporters and editors. This course counts as a general humanities credit and as a writing course, but does not count as a credit toward a major or minor in English literature. This course is open to first year students.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Mezzacappa.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

## **Environmental Studies**



## **Coordinator:**

**ERICH CARR EVERBACH (Engineering) Program Coordinator**

**Cassy Burnett, Administrative Coordinator**

## **Committee:**

**Adrienne Benally (Environmental Studies)**

**Elizabeth Bolton (English Literature)<sup>3</sup>**

**Timothy Burke (History)**

**Giovanna Di Chiro (Environmental Studies)**

**Christopher R. Graves (Chemistry and Environmental Studies)**

**Eric L. N. Jensen (Physics and Astronomy)**

**José-Luis Machado (Biology)**

**Jennifer Peck (Economics and Environmental Studies)**

**Jennifer Pfluger (Environmental Studies)**

**Christine Schuetze (Anthropology)**

**Mark Wallace (Religion)**

<sup>1</sup> Absent on leave, fall 2020.

<sup>2</sup> Absent on leave, spring 2021.

<sup>3</sup> Absent on leave, 2020-2021.

### ***Why Environmental Studies? Why now?***

*Profound anthropogenic changes are occurring in the land, water, and air around us, with the result that human societies face greater changes and environmental challenges than we have ever known. Global population is expected to exceed nine billion by 2040; global energy consumption is rising sharply while even present-day carbon emissions intensify global warming. Along with global warming, trends such as deforestation, mass extinctions, and eutrophication threaten the finely-balanced marine and terrestrial ecosystems on which we rely for food, water, shelter, and more. Sea-water rise along with increasing heat and drought will create climate refugees and resource conflicts on unprecedented scales. Responding to these crises requires all the creativity and rigor and compassion we can gather-including the cultivation of intellectual skills that until recently were housed in discrete and disparate disciplines.*

*Environmental studies brings together the natural sciences and engineering, the humanities, and the social sciences to tackle environmental issues of great complexity and socio-political importance. In relation to climate change, for instance, natural scientists provide data to understand the scope of the problem and the processes that result in global warming, social scientists help to understand and craft policies around human behaviors that cause climate change, and humanists provide the moral and historical framework to understand our obligation to action and the tools to communicate environmental values. Only an integrated, interdisciplinary approach can address the extremity and complexity of the challenges we face: students must learn to think across and through disciplines in order to become the kinds of problem-solvers our societies so urgently need.*

## **First Course Recommendations**

*While Intro to Environmental Studies (ENVS 001) is taught in the spring semester and we encourage all interested students to take it as soon as possible, there are also Environmental Studies courses offered each fall that are open to first-year students. Students interested in possibly majoring or minoring in ENVS should look at the fall ENVS course offerings and consider taking one of those courses if possible.*

## **The Academic Program**

### **Course Major**

*Students majoring in Environmental Studies will complete ten credits in the program, including Introduction to Environmental Studies; two Environmental Science and Technology credits, including at least one lab course; two Environmental Social Science credits; two Environmental Arts and Humanities credits; a four-credit topical or disciplinary focus designed by the student in conversation with the faculty coordinator; and the Environmental Studies Capstone or a thesis. Two of the credits can count both toward the four-credit focus and toward the distribution requirements in the three divisions.*

*Environmental Studies courses at Bryn Mawr and Haverford can also be applied to the major or minor, as can study-abroad and domestic programs authorized by Swarthmore's Office of Off-Campus Study and the Faculty Coordinator of Environmental Studies.*

## Course Minor

*Students minoring in Environmental Studies shall take at least six credits in the program, consisting of the Introduction to Environmental Studies; two Environmental Science courses; two Environmental Social Science or Humanities courses; and the Environmental Studies capstone or another upper-level Environmental Studies course.*

## Honors Major

*Honors majors will complete all of the requirements for the course major, and will also designate three two-credit preparations on which they will be examined. These preparations may either be two-credit seminars that count toward ENVS (e.g. ECON 176, Environmental Economics, BIOL 137, Biodiversity and Ecosystem Functioning) or combinations of two one-credit courses that have been approved by the ENVS program as suitable combinations for honors preparations. Students writing their sophomore plans should consult with the Faculty Coordinator and their advisor for the current list of approved preparations.*

## Honors Minor

*Honors minors in Environmental Studies must complete all of the requirements for the course minor while also proposing one honors preparation as outlined above.*

## Overview of the Curriculum

*a) ENVS 001: Introduction to Environmental Studies. This is a team-taught, interdisciplinary introduction to the field of Environmental Studies. Faculty instructors are drawn from the natural sciences and engineering on the one hand and from social sciences and humanities on the other in order to ensure cross-disciplinary perspectives and connections. Students interested in majoring or minoring in Environmental Studies should take this course as early as possible; we anticipate that most students declaring a major or minor will have taken it by the sophomore year.*

*b) Two Environmental Social Science courses. We expect our students to grasp the fundamentals of economic policies, environmental histories, and socio-cultural formations; we also want them to be able to design, conduct, and analyze empirical research.*

*c) Two Environmental Arts and Humanities courses. We want our students to be able to analyze rhetorical strategies of individual texts and broader discourse communities (e.g. climate justice movements as well as climate denial). We want them to question the assumptions underlying existing cultural structures and explore alternatives. When possible, we want them to develop creative skills to help them inspire and motivate others.*

*d) Two Environmental Science and Technology courses, including at least one lab course. We expect our students to be able to conduct inquiry-based science, working with raw data as well as understanding data produced by others.*

*e) A four-course topical or disciplinary focus, including elements of methodological development and practical engagement (praxis). This focus offers our students the opportunity to develop their own areas of expertise while also developing greater depth and breadth in interdisciplinary problem-solving. Sample thematic and disciplinary foci are listed below. Two of the credits that count toward the distribution requirements in b-d above can also count toward the four-course focus. Prospective majors should specify the details of their four-course focus (both the overall theme and the courses they plan to use) in their Sophomore Plan of Study.*

*f) Environmental Studies Capstone. The capstone brings graduating seniors back together to work on collaboration and to share their diverse talents and backgrounds in tackling a shared topic or challenge. The capstone meets the requirement for the senior comprehensive experience.*

### **Sample thematic foci:**

**Food:** ENVS/BIO 009 *Our Food*; ENGR 010 *Fundamentals of Food Engineering*; ENVS 052/CHIN 086 *Chinese Food, Culture and Farming*; PHYS 024 *Earth's Climate and Global Warming*.

**Disasters:** ENVS 006 *Visions of the End*; ENVS 026 *Environmental History of the Soviet Union*; ENVS 031/PEAC 055/SOCI 055C *Climate Disruption*; ENVS 051/JPNS 035 *Narratives of Disaster and Rebuilding in Japan*.

**Sustainability:** ENVS 085 *Urban Environmental Community Action*; ENVS 089 *Sustainability Research Methods [2 credits]*; ENVS 092A *Directed Reading: UNFCCC COP.*; *Independent Study Project*.

**Asia** (courses developed through Luce Initiative on Asian Studies and the Environment): CHIN 089 *Tea Culture*; CHIN 087/POLS 087 *Water Policies, Water Issues: China & US*; POLS 088 *Environmental Governance in China*; ENVS 052/CHIN 086 *Food, Culture, and Farming in China*.

### **Sample disciplinary foci:**

**Environmental Biology:** BIOL 036 *Ecology*; BIOL 037 *Conservation Biology*; BIOL 137 *Biodiversity and Ecosystem Function [2 cr]*

**Environmental Economics:** ECON 055 *Behavioral Economics*; ECON 081 *Economic Development*; ECON 176 *Environmental Economics [2 cr]*

**Environmental Engineering:** ENVS 075/ENGR 063 *Water Quality and Pollution Control*; ENVS 076/ENGR 066 *Environmental Systems*; ENVS 077/ENGR 035 *Solar Energy Systems*; ENVS 078/ENGR 057 *Operations Research*

**Environmental Literature:** ENVS 042/ENGL 089E *Ecofeminism(s)*; ENVS 043/ENGL 089/SOAN 20M *Race, Gender, Class, and Environment*; ENVS 044/ENGL 089B *Materials that Matter*; ENVS 045B *River Stories* or ENVS 040/RELG 022 *Religion and Ecology*.

## Off-Campus Study

*In addition to the Swarthmore-specific ENVS study abroad program outlined below, there are many programs that offer environmental opportunities in their coursework. ENVS majors who study abroad often use courses from that experience as an integral part of their four-course focus.*

## Cape Town South Africa Program on Globalization, Environment, and Society

*Swarthmore is a member of a consortium with Macalester and Pomona Colleges that sponsors a junior year environmental study abroad program 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 more information, see the website:*

<https://www.swarthmore.edu/environmental-studies/globalization-environment-society-study-abroad-south-africa>

## Environmental Studies Courses

### ENVS 001-019 Introductory Courses

#### **ENVS 001. Introduction to Environmental Studies**

*Built around four case studies, this course provides a broad introduction to the inherently interdisciplinary work of environmental studies by providing historical background and examining options for action using tools from a variety of perspectives, chiefly from the sciences and social sciences. Course themes include tragedy of the commons issues, and rights and environmental justice; sustainable development, including increasing urbanization of humanity, population growth, and Kuznets curve; global climate change science and debate; feedback loops and tipping points; and community adaptation and resilience.*

*Non-division.*

1 credit.

Eligible for ESCH

Spring 2022. Graves, Padilioni.

Spring 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 006. First-Year Seminar: Apocalypse: Hope and Despair in the Last Days**

(Cross-listed as RELG 006C)

For millennia, speculation about the end of the world has fired the political and religious imagination of Western cultures. Today, arguably, the most potent threat to planetary well-being is the unchecked advance of the fossil fuels extraction industry. This course will study the range of reactions to this threat inside and outside of the academy, including sustainability politics, on the one hand, and the religious-environmental movement, on the other.

Many environmentalists argue we are living at "the end of nature" or the time of the "6th great extinction," while many religious believers, doomsday "preppers" and others, some sympathetic to fossil fuels-apocalypticism, and some not, also assert we are living into the end of the world as we know it.

Questions will be asked about the history and role of the extractive industries in climate change; how the emerging field of environmental studies can shape productive moral and political responses to this change; and the hope, and the anxieties, of new environmental spiritualities (with special reference to Christian, Amerindian, and Pagan worldviews) to challenge neoliberal economics and engender a living passion for the health of human societies in harmony with the wider natural world.

Humanities.

1 credit.

Eligible for ENVS, ESCH

Fall 2022. Wallace.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 007. Chester Semester Fellowship**

ChesterSemester is an interdisciplinary course on social change with an engaged scholarship internship component. Housed within the Environmental Studies Program and supported by the Lang Center for Civic and Social Responsibility and the Office of Sustainability, it consists of a weekly one-hour class on Mondays 4-5 pm facilitated by engaged faculty, staff, and community partners; a 4-5 hours per week supervised internship in the nearby city of Chester; and a final research project. The purpose of ChesterSemester is to build strong relationships between committed students and community leaders on common projects of mutual transformation.

Includes a 4-5 hour internship in Chester City, PA.

Humanities.

1.0 credit.

Eligible for BLST, ENVS, ESCH.

Fall 2021. Wallace

Spring 2022. Wallace.

Fall 2022. Wallace.

Spring 2023. Wallace.

Fall 2023. Wallace.

Catalog chapter: Environmental Studies

Department website: Environmental Studies

## **ENVS 008. Plants and People**

This course explores the relationships between people and plants, particularly in the contexts of food, health, and medicine, in order to reflect on and deepen human connections to the botanical world. As we explore differences in plant/people relationships and ethnobotanical knowledge systems, we will consider questions about how these differences have been valued or devalued and their impacts on environmental sustainability and human wellbeing. The course will emphasize hands-on learning (e.g., nature journaling, gardening, botanical medicine preparation, artisanal vegetable fermentation, field trips, etc.).

1.0 credit.

Eligible for ESCH

Fall 2021. Mohn.

Fall 2023. Mohn.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 009. Our Food**

*(Cross-listed as BIOL 009)*

*The scale and efficiency of our food system is one of the marvels of the modern world. Yet in many ways this system is broken. This course will address the current state of our agricultural food system from scientific, humanitarian and sustainability perspectives, focusing on the U.S. Each student will grow crop plants and maintain a micro-garden plot on campus, as well as develop educational signage for the public that conveys information about agriculture, food systems and/or their crop. Three full hours of lecture/discussion/lab and one floating hour of fieldwork per week.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Pflugger.*

*Fall 2022. Pflugger.*

*Fall 2023. Pflugger.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 010. Climate Change: Science & Responses**

*(Cross-listed as PHYS 001C)*

*A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH, GBLB-Core*

*Spring 2022. Bell.*

*Fall 2023. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 012. Compost and Climate Change**

*The management of food, garden and other organic wastes has significant effects on anthropogenic greenhouse gas emissions. This course focuses on understanding the environmental impacts of organic waste stream management practices. As part of the course, students will take part in assessing current practices and developing recommendations for organic waste management at the college. Multiple field trips.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## **ENVS 013. Our Trash**

*Our trash systems are designed so that throwing things away can be a thoughtless act. However, thought is required to effectively and ethically deal with the colossal amount of trash produced in the U.S. Waste disposal can have significant and often deleterious effects on vulnerable communities, local environments and the global climate. This course focuses on understanding the environmental and socioeconomic impacts of U.S. waste management processes and the science of decomposition. As part of this course, students will participate in a practicum "zero waste" waste prevention project in conjunction with community partners. Multiple field trips.*

*1 credit.*

*Spring 2023. Pflugger.*

*Spring 2024. Pflugger.*

Catalog chapter: *Environmental Studies*

Department website: <https://www.swarthmore.edu/environmental-studies>

### **ENVS 014. Environmental Issues in Native American Communities**

*Native American communities face environmental issues and are experiencing direct impacts of climate change on their contemporary lives and cultural lifeways that are deeply connected to the land and surrounding ecosystems. Using illustrative case studies, this class will examine environmental issues and climate change impacts on Native American communities, current conflicts over tribal lands and natural resources, environmental racism, place-based Native activism, and tribal responses to ecological issues and problems. Specific topics will include Indigenous knowledge systems, Indigenous land stewardship, land tenure, treaty rights, politics and policy, energy development on tribal lands, conflicting land-use interests and values, tribal sovereignty and self-determination, and Indigenous environmental justice.*

1.0 credit.

Eligible for ENVS, ESCH, PEAC.

Fall 2021. Benally

Catalog chapter: *Environmental Studies*

Department website: <https://www.swarthmore.edu/environmental-studies>

### **ENVS 015. FYS: Nature Rx: Wellbeing and the natural world**

*A growing body of research demonstrates the positive effects of nature on mood, cognition, and social behavior. In this course, we will explore current research on these topics and develop nature practices that support individual and community wellbeing. As first year students attending college at an arboretum, incorporating such practices in your everyday life is both much needed and readily accessible. This course will include weekly discussions, outdoor activities, and reflections that empower you to care for yourself and your community throughout college and beyond.*

1.0 credit.

Eligible for ENVS

Spring 2022. Ellow.

Catalog chapter: *Environmental Studies*

Department website: <https://www.swarthmore.edu/environmental-studies>

### **ENVS 016. Redefining Scientific Ways of Knowing**

*Upscaled by global colonization, European cultural and scientific practices have left a devastating impact on the Earth. At the same time, global technological efficacy currently serves as a lifeline of empowerment. By working in concert with ages-old indigenous wisdom and the Western experimental idiom, this course equips students to achieve joy and sustainability in our changing world.*

1.0 credit

Eligible for ENVS.

Fall 2023. Costa.

Catalog chapter: *Environmental Studies*

Department website: <https://www.swarthmore.edu/engineering>

## **ENVS 020-039 Social Sciences**

### **ANTH 033B. Environmental Anthropology**

*(Cross-listed as ENVS 024)*

*This course offers students an introduction to Environmental Anthropology, a subfield of anthropology which encompasses the study of the interrelationships between humans and the ecosystems in which they are embedded as well as analysis and application of anthropological knowledge to contemporary environmental issues. Humans have transformed their environments for millennia, but in recent decades, have altered the global environment in ways that have no precedent in human history or in geological time. With contemporary environmental crises as its backdrop, this course examines some classic and contemporary anthropological approaches to the environment, exploring the value of anthropological theory, methods, and approaches in the humanistic study of the environment. In this sense, the course will expose students to diverse ways for thinking about the environment in its many dimensions and critical perspectives on contemporary environmental issues. We will review various theoretical approaches and their implications for our understanding of human relations to the environment, and explore how anthropologists and those they study are engaging with contemporary environmental issues including biodiversity conservation, deforestation, community-based natural resource management, ecotourism, and climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 033E. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed as ENVS 029)*

*An introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GLBL-core, INTP, PEAC*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ECON 032. Operations Research**

*(Cross-listed as ENGR 057)*

*Social Sciences.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 076. Environmental Economics**

*Cross-listed with ENVS 020*

*Introduction to the microeconomics of environmental issues with applications to the design of environmental policy. The course will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable resources, and climate change.*

*Prerequisite: ECON 001. Recommended: ECON 011.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Peck.*

*Fall 2023. Peck.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 176. Environmental Economics**

*Cross-listed with ENVS 120*

*This seminar examines the microeconomics of environmental issues with applications to the design of environmental policy. The seminar will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable resources, and climate change.*

*Prerequisite: ECON 011 and ECON 031 (or its equivalent), and single-variable calculus (MATH 025 or higher).*

*Social sciences.*

2 credits.

Eligible for ENVS 120

Fall 2021. Peck.

Fall 2023. Peck.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

## **ENVS 020. Environmental Economics**

(Cross-listed as ECON 076)

Introduction to the microeconomics of environmental issues with applications to the design of environmental policy. The course will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable resources, and climate change.

Prerequisite: ECON 001. Recommended: ECON 011

Social Sciences.

1 credit.

Eligible for ENVS

Fall 2021. Peck.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 021. Disaster Politics and Policies**

(Cross-listed as POLS 045)

How does the trauma of disaster influence political processes, institutions, and leaders? How do political processes, institutions, and leaders affect disaster events and their aftermath? Do disasters lead to meaningful policy change, or is their impact fleeting? This course examines the political and policy dynamics associated with disasters-- those that are predominantly "natural" (e.g., hurricanes and tornadoes), and those that result mainly from human action or inaction (e.g., airplane crashes, mass shootings, building collapses). Using a variety of cases from different historical periods, different regions of the world, and different levels of political analysis (national, regional, and local), this course will examine the causes and consequences of disaster, policy-making and disaster, and the new professional field of disaster management. We will look critically at the role of NGOs and international aid in disaster relief, as well as international institutions.

Not open to students who have taken POLS 010F: The Politics of Disasters.

Social Sciences.

1 credit.

Eligible for ENVS, GBLB-Core

Spring 2022. White.

Fall 2023. White.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 022. Environmental Policy and Politics**

(Cross-listed as POLS 043)

Topics in environmental politics, policy, and law. In the United States, we focus on national regulation and proposals for more flexible responses to achieve environmental goals; environmental movements and environmental justice; the role of science in democratic policy-making; courts and the impact of federalism, the commerce clause, and rights on regulation. The course also considers the role and efficacy of supranational institutions and NGOs and controversies between more and less developed nations. Topics include most of the following: air and water pollution, common-pool resource problems, toxic and radioactive waste, sustainable development, food, natural resource management, wilderness, environmental racism, effects of climate change.

Social Sciences.

1 credit.

Eligible for ENVS, CBL, GBLB-Paired

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 023. Politics of Population**



*(Cross-listed as POLS 048)*

*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.*

*Social Sciences.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Spring 2023. White.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 024. Environmental Anthropology**

*(Cross-listed as ANTH 033B)*

*This course offers students an introduction to Environmental Anthropology, a subfield of anthropology which encompasses the study of the interrelationships between humans and the ecosystems in which they are embedded as well as analysis and application of anthropological knowledge to contemporary environmental issues. Humans have transformed their environments for millennia, but in recent decades, have altered the global environment in ways that have no precedent in human history or in geological time. With contemporary environmental crises as its backdrop, this course examines some classic and contemporary anthropological approaches to the environment, exploring the value of anthropological theory, methods, and approaches in the humanistic study of the environment. In this sense, the course will expose students to diverse ways for thinking about the environment in its many dimensions and critical perspectives on contemporary environmental issues. We will review various theoretical approaches and their implications for our understanding of human relations to the environment, and explore how anthropologists and those they study are engaging with contemporary environmental issues including biodiversity conservation, deforestation, community-based natural resource management, ecotourism, and climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## **ENVS 025. The Environmental History of Africa**

*(Cross-listed as HIST 089)*

*This course examines African history from an ecological and environmental perspective.*

*Social Sciences.*

*1 credit.*

*Eligible for BLST, ENVS*

## **ENVS 028. Global Environmental Governance**

*(Cross-listed as POLS 081)*

*Global climate change, in particular, and environmental issues, in general, have moved to the forefront of public debates. This course examines the governance of these issues from an International Relations perspective. Topics include: multilateral trade agreements and the environment; United Nations processes, agreements, and institutions; climate change finance and environmental foreign aid; multilateral development banks (including the World Bank and the Asian Infrastructure Investment Bank) and environmental governance; non-state actors; social movements; and global environmental governance and great powers. The course will begin with a political-economic conceptualization of global environmental governance and also introduce students to some fundamental concepts in public policy and environmental regulation. Given this is taught primarily from global governance and International Relations perspectives, it is not suited to students looking to engage in particular countries' environmental regulation, though student presentations will examine differences across some countries. It is ideal for students to have taken POLS4 prior to taking this course, and students should be ready to apply basic economic concepts to environmental regulation (without which their understanding of the governance of climate change cannot be advanced).*

*Prerequisite: One political science course.*

*Social Science.*

*1 credit.*

*Fall 2021. Kaya.*

*Fall 2022. Kaya.*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## **ENVS 029. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed with ANTH 033E)*

*This course offers students an introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of environmental anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.*

Social Sciences

1 credit.

Eligible for ENVS, GLBL-core, INTP, PEAC

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 031. Climate Disruption, Conflict, and Peacemaking**

*(Cross-listed as PEAC 055)*

*The course will examine several ways in which climate change is a driving force of violent and nonviolent conflict and creates opportunities for peacemaking and social justice. Already, climate change has been identified by the U.S. military as a threat to national security, offering a new rationale for expanding the military industrial complex. Demands on scarce resources generate and exacerbate regional conflicts and drive mass movements of refugees. Behind these dramatic manifestations of climate stress lie extensive corporate and national interests and hegemonic silences that emerging conflicts often reveal. Conflict also brings new opportunities for peacebuilding, cooperation, and conflict resolution. Climate crises have renewed and expanded local and global movements for environmental justice and protection, many of which have historical connections with the peace movement. In support of the college's carbon charge initiative, we will dedicate part of the course to understanding what constitutes the social cost of carbon and how it is represented in carbon pricing, particularly with respect to increasing frequencies of armed conflict and extension of the military industrial complex.*

Social Science.

1 credit.

Eligible for ENVS, ESCH, PEAC

Fall 2021. Smithey.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 033. Indigenous Peoples and Globalization**

*(Cross-listed as SOCI 041C)*

*This course provides a sociological look at Indigenous Peoples from the local to the global, including Native Nations (and Tribes) of the U.S., Latin America, the Maori (New Zealand), Adivasi (India), and the many Peoples from East Asia, Africa and Europe. We discuss models for understanding Indigenous struggles in the 21st century, especially in line with the United Nations Declaration of the Rights of Indigenous Peoples (UN DRIP), and levels of Sovereignty, Autonomy, and Minority status (world-systems analysis). We pay special attention to Indigenous peoples (tribes) who continue to survive and thrive in a modern world of global climate change, neoliberal capitalist hegemony and extreme cultural domination. The class provides students opportunities to view interdisciplinary global issues - environmental world threats, social change and refugees, hegemonic decline, regional warfare of nation-states, spirituality, food sovereignty - from Indigenous perspectives.*

Social Sciences.

1 credit.

Eligible for ENVS, PEAC, GLBL-core

Fall 2021. Fenelon.

Fall 2022. Fenelon.

Catalog chapter: Environmental Studies

Department website: Environmental Studies

## **ENVS 035. Environmental Justice: Theory and Action**

*Examines historical, political, and activist roots of the field of environmental justice. Using interdisciplinary approaches from political ecology, environmental science, history, geography, cultural studies, and social movement theory, we analyze diverse environmental justice struggles and community activism in contemporary environmental issues such as: air quality and health, toxic contamination and reproductive issues, sustainable agriculture and food security, fossil energy-coal, oil, hydro-fracking and livelihoods, climate change and climate justice. Course incorporates a community-based learning component.*

*Social Sciences.*

*1 credit.*

*Eligible for ENVS, ESCH, PEAC*

*Fall 2021. Di Chiro.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

### **ENVS 037. Water Policies, Water Issues: China/Taiwan and the U.S.**

*(Cross-listed as CHIN 087 and POLS 087)*

*Access to fresh water is an acute issue for the 21st century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. What role do governments, transnational organizations, corporations, NGOs and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.*

*1 credit.*

*Eligible for ASIA, ENVS.*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

### **ENVS 037A. Attachment: Policies and Issues of Fresh Water Resources in China/Taiwan**

*(Cross-listed as CHIN 087A and POLS 087A)*

*This is an attachment to ENVS 037 (. Students who complete the course have the option of adding a 0.5 credit field work component. Field work will be conducted in China under the supervision of Professors Nackenoff and Kong, and will include specific Chinese language training in the vocabulary used in the field of environmental studies.*

*0.5 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

### **ENVS 046. Warming Up: Performing Ecology**

*(Cross-listed as DANC 046, THEA 005D)*

*This introductory course focuses on creative opportunities for students wishing to explore ecology, environmental studies, and the performing arts, specifically focusing on eco-performance and design. Class goals will aim to support a better understanding of environmental studies via an artistic lens, allowing students to combine creative processes with environmental sciences. Emphasis will be placed on interdisciplinary skills and experiences that raise awareness around environmental studies and simultaneously engage culture and community.*

*Humanities*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

### **ENVS 120. Environmental Economics**

*(Cross-listed as ECON 176)*

*This seminar examines the microeconomics of environmental issues with applications to the design of environmental policy. The seminar will cover the concepts and methods used in the valuation of environmental goods as well as the design of policy instruments and regulations to improve environmental quality. Specific topics include pollution and environmental degradation, the use of renewable and non-renewable*

resources, and climate change.

Prerequisite: Prerequisite: ECON 011 and ECON 031 (or its equivalent), and single-variable calculus (MATH 025 or higher).

Social Sciences

2 credits.

Eligible for ENVS

Fall 2021. Peck.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

### **HIST 033. Environmental History of the Soviet Union**

*This course focuses on the impact of ideology and politics on the environment in twentieth-century Russia. Readings include short stories, novels, monographs, articles, and documents.*

Social sciences.

1 credit.

Eligible for ENVS

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 089. The Environmental History of Africa**

Cross-listed as ENVS 025

*This course examines African history from an ecological and environmental perspective.*

Social sciences.

1 credit.

Eligible for BLST

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **LING 120. Anthropological Linguistics: Endangered Languages**

(Cross-listed as )

*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.

Social sciences.

1 credit.

Eligible for ENVS

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **PEAC 055. Climate Disruption, Conflict, and Peacemaking**

ENVS 031

*The course will examine several ways in which climate change is a driving force of violent and nonviolent conflict and creates opportunities for peacemaking and social justice. Already, climate change has been identified by the U.S. military as a threat to national security, offering a new rationale for expanding the military industrial complex. Demands on scarce resources generate and exacerbate regional conflicts and drive mass movements of refugees. Behind these dramatic manifestations of climate stress lie extensive corporate and national interests and hegemonic silences that emerging conflicts often reveal. Conflict also brings new opportunities for peacebuilding, cooperation, and conflict resolution. Climate crises have renewed and expanded local and global movements for environmental justice and protection, many of which have historical connections with the peace movement. In support of the college's carbon charge initiative, we will dedicate part of the course to understanding what constitutes the social cost of carbon and how it is represented in carbon pricing, particularly with respect to increasing frequencies of armed conflict and extension of the military industrial complex.*

Social sciences.

1 credit.

Eligible for PEAC, ENVS  
Fall 2021. Smithey.  
Catalog chapter: Peace and Conflict Studies  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **POLS 043. Environmental Policy and Politics (AP)**

*(Cross-listed as ENVS 022)*

*Topics in environmental politics, policy, and law. In the United States, we focus on national regulation and proposals for more flexible responses to achieve environmental goals; environmental movements and environmental justice; the role of science in democratic policy-making; courts and the impact of federalism, the commerce clause, and rights on regulation. The course also considers the role and efficacy of supranational institutions and NGOs and controversies between more and less developed nations. Topics include most of the following: air and water pollution, common-pool resource problems, toxic and radioactive waste, sustainable development, food, natural resource management, wilderness, environmental racism, effects of climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS ESCH, GLBL-Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 043B. Environmental Justice: Theory and Action (AP)**

*Examines historical, political, and activist roots of the field of environmental justice. Using interdisciplinary approaches from political ecology, environmental science, history, geography, cultural studies, and social movement theory, we analyze diverse environmental justice struggles and community activism in contemporary environmental issues such as: air quality and health, toxic contamination and reproductive issues, sustainable agriculture and food security, fossil energy-coal, oil, hydro-fracking-and livelihoods, climate change and climate justice. Course incorporates a community-based learning component.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ENVS, ESCH*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 045. Disaster Politics and Policies (CP)**

*Cross listed ENVS 021*

*How does the trauma of disaster influence political processes, institutions, and leaders? How do political processes, institutions, and leaders affect disaster events and their aftermath? Do disasters lead to meaningful policy change, or is their impact fleeting? This course examines the political and policy dynamics associated with disasters-- those that are predominantly "natural" (e.g., hurricanes and tornadoes), and those that result mainly from human action or inaction (e.g., airplane crashes, mass shootings, building collapses). Using a variety of cases from different historical periods, different regions of the world, and different levels of political analysis (national, regional, and local), this course will examine the causes and consequences of disaster, policy-making and disaster, and the new professional field of disaster management. We will look critically at the role of NGOs and international aid in disaster relief, as well as international institutions.*

*Comparative*

*Political sciences.*

*1 credit.*

*Eligible for ENVS, GLBL-Core*

*Spring 2022. White.*

*Fall 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 048. The Politics of Population (CP)**

*(Cross-listed as ENVS 023)*

*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.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GBLB-Core*

*Spring 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 081. Global Environmental Governance (IR)**

*Cross-listed with ENVS 028*

*Global climate change, in particular, and environmental issues, in general, have moved to the forefront of public debates. This course examines the governance of these issues from an International Relations perspective. Topics include: multilateral trade agreements and the environment; United Nations processes, agreements, and institutions; climate change finance and environmental foreign aid; multilateral development banks (including the World Bank and the Asian Infrastructure Investment Bank) and environmental governance; non-state actors; social movements; and global environmental governance and great powers. The course will begin with a political-economic conceptualization of global environmental governance and also introduce students to some fundamental concepts in public policy and environmental regulation. Given this is taught primarily from global governance and International Relations perspectives, it is not suited to students looking to engage in particular countries' environmental regulation, though student presentations will examine differences across some countries. It is ideal for students to have taken POLS4 prior to taking this course, and students should be ready to apply basic economic concepts to environmental regulation (without which their understanding of the governance of climate change cannot be advanced).*

*Prerequisite: One political science course*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core; ENVS*

*Fall 2022. Kaya.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 087. Water Policies, Water Issues: China/Taiwan and the U.S.**

*(Cross-listed as CHIN 087)*

*Access to fresh water is an acute issue for the 21st century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. In the U.S. context especially, issues of water rights regimes and property rights, privatization, and commodification of water will receive attention. Which claims upon fresh water resources come first? What role do governments, transnational organizations, corporations, NGOs, and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **SOAN 020M. Race, Gender, Class and Environment**

*(Cross-listed as ENVS 043, ENGL 089)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for*

example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.

Social sciences.

1 credit.

Eligible for ENVS, GSST, BLST, GLBL-core, ESCH

Spring 2022. Di Chiro.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **SOCI 041C. Indigenous Peoples and Globalization**

(Cross-listed as ENVS 033)

This course provides a sociological look at Indigenous Peoples from the local to the global, including Native Nations (and Tribes) of the U.S., Latin America, the Maori (New Zealand), Adevasi (India), and the many Peoples from East Asia, Africa and Europe. We discuss models for understanding Indigenous struggles in the 21st century, especially in line with the United Nations Declaration of the Rights of Indigenous Peoples (UN DRIP), and levels of Sovereignty, Autonomy, and Minority status (world-systems analysis). We pay special attention to Indigenous peoples (tribes) who continue to survive and thrive in a modern world of global climate change, neoliberal capitalist hegemony and extreme cultural domination. The class provides students opportunities to view interdisciplinary global issues - environmental world threats, social change and refugees, hegemonic decline, regional warfare of nation-states, spirituality, food sovereignty - from Indigenous perspectives.

Social sciences.

1 credit.

Eligible for ENVS, PEAC, GLBL-core

Fall 2021. Fenelon.

Fall 2022. Fenelon.

Catalog chapter: Sociology and Anthropology

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **ENVS 040-059 Humanities and Arts**

### **ARTH 063. Architecture and American Landscape**

In his essay, "Preserving Wildness," environmentalist Wendell Berry wrote: "We need to understand [nature] as our source and preserver, as an essential measure of our history, and as the ultimate definer of our possibilities." With Berry's multidimensional conception of nature in mind, this course examines the interrelationship of architecture, planning, and the ever-changing American landscape. It looks at the ways in which architecture may respond to the political, social, and philosophical implications of diverse ecological perspectives and uncovers the part architecture plays in environmental preservation and degradation. The class takes as its starting point colonial settlements and Native American land use patterns in the Eastern United States and concludes with national responses to 21st-century climate change discourse, paying particular attention to fluctuating conceptions of wildness and nature over time and to the wider socio-cultural implications of these attitudes.

Humanities.

1 credit.

Eligible for ENVS

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/art-and-art-history>

### **CHIN 086. Chinese Food Culture and Farming: Traditions and Transitions**

(Cross-listed as LITR 086CG, ENVS 052)

While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:

- From food security to food safety - the ecological turn in China's agriculture
- Organic farming in China - challenges and successes of state and private organic farm initiatives
- Ministry plans and China's new farmers

- Regional food traditions
- The role of restaurants in Chinese culture

*Recommended: some knowledge of Chinese culture or language*

*Prerequisite: The course has no prerequisite; some knowledge of Chinese culture or language is preferred but not required.*

*Humanities*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/chinese>*

## **CLST 004. Radical Jesus**

*Cross listed with RELG 004*

*Discussion-and writing-intensive study of classical and contemporary understandings of the figure of Jesus through analytical reading, classroom dialogue, expository writing, and community engagement. It asks the questions, Who was the real historical Jesus? and, What is the relevance of Jesus for today? Introduction to wide understanding of Greco-Roman cultures and ancient texts, biblical and otherwise, including many of the extracanonical scriptures that did not make the final cut for inclusion in the commonly received New Testament. Also introduction to the Greek alphabet, lexicons, and research tools for New Testament study along with rudimentary Greek terms essential to biblical scholarship and commentary. Instruction is intellectually rigorous and responsive both to skeptical and faith-based readings of Jesus' biography and the Bible. The ground is level in this class: believers and unbelievers, evangelicals and atheists are welcome. No prior background in religious or biblical studies is assumed or required. The class is divided into four three-week sessions with each session devoted to one of the Gospels, and a final week-long session focusing on the Book of Acts. Each session will study the interplay between Christian scriptures along with writings and images about Jesus drawn from the Hebrew Bible, extracanonical writings, film and video, history, theology and fiction. Images of Jesus through time will be tackled: Jewish rabbi, political revolutionary, apocalyptic prophet, queer lover, desert shaman, African messiah, and Native American trickster.*

*Humanities.*

*Writing.*

*1 credit.*

*Eligible for CLST, ENVS, RELG*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

## **ENGL 058. Climate Fiction**

*(Cross-listed as ENVS 058 )*

*Climate fiction responds to the immensity of climate change through a variety of modes including journalism, dystopia, speculation, black comedy. We will hone skills of thinking, writing, and speaking critically about cultural forms and social structures entangled with our changing climate and environment. Authors include Octavia Butler, Margaret Atwood, Jesmyn Ward, and Richard Powers.*

*20th/21st c.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 070G. Writing Nature: Digital Storytelling**

*(Cross-listed as ENVS 045A)*

*This course uses the Crum woods as a laboratory setting for the production of multimedia poems and brief memoirs. Digital stories combine spoken words with images, sound, and sometimes video to create powerful short movies. We'll spend time grappling with some of the stories*



*inherent in the Crum woods ecosystem as well as the multifaceted story of our relationship to the woods. The class will conclude with a public screening of work produced.*

*Limited to 15.*

*Humanities*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 070R. River Stories**

*(Cross-listed as ENVS 045B )*

*The Delaware River is the longest free-flowing river east of the Mississippi: it is also a repository of American history, from Washington's midnight crossing during the Revolutionary War through Indian massacres through the era of pollution and the effects of the Clean Water Act. Twelve upper-class students will have the opportunity to spend time on the river before the start of the semester: we'll take 7-10 days to canoe and/or kayak, camp, explore ecosystems and natural history, visit water treatment centers, write, and gather media (photos, video, sound files). In addition to a traditional English paper and a research essay on environmental issues affecting the Delaware River, students will keep field journals and write poetry, short fiction, and non-fiction prose. One or more of these creative pieces will be turned into a digital story; several will be added to a communal memory map of the Delaware.*

*Graded CR/NC. Limited to 12.*

*Eligible for ENVS, ESCH*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 089. Race, Gender, Class and Environment**

*(Cross-listed as SOAN 020M, ENVS 043)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offer students opportunities for community-based learning working in partnership with local organizations.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ENVS, ESCH, GSST, GLBL-core*

*Spring 2022. DiChiro.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 089B. Environmentally Engaged Literature: Pollutants, Fossil Fuels, and Atomic Bombs**

*(Cross-listed as ENVS 044)*

*Pollutants. Fossil Fuels. Atomic Bombs. In many ways, pesticides, oil, and plutonium structure our lives; they impact our health, our politics, and may even threaten the existence of life itself. Ironically, because these materials permeate nearly every aspect of our existence, the human mind can struggle to comprehend them. In this course, we will read literature that engages with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies of these materials tend to focus on their scale and widespread impact. Reading poetry, plays, short stories, and novels will allow us to imagine these materials more intimately-through individual, cultural, and aesthetic perspectives. In this course, students will ask: How can literature help us to understand-and perhaps change-our material, economic, and social environments? How has our relationship to materials changed over time? How do environmental and material realities impact cultural production and imagination? Texts under discussion will likely include: Rachel Carson's *Silent Spring* (1962); Terry Tempest Williams' *Refuge* (1991); Mark Nowak's *Coal Mountain Elementary* (2009); Lesley Battler's *Endangered Hydrocarbons* (2015); Andrew Bovell's *When the Rain Stops Falling* (2012); Adam Dickinson's *The Polymers* (2013); and two films: *Hiroshima mon Amour* (dir. Alain Resnais, 1959) and *There Will Be Blood* (dir. Paul Anderson, 2007). Course requirements include active participation; a close-reading paper; an engaged assignment; and a final research paper. All students are welcome.*

*GATEWAY English Literature.*

Humanities.  
1 credit.  
Eligible for ENVS, ESCH  
Fall 2021. Price.

### **ENGL 089E. Ecofeminism(s)**

*(Cross-listed as ENVS 042)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai. GATEWAY English Literature.*

*First year students need instructor's approval.*

Humanities.

1 credit.

Eligible for ENVS, INTP, GSST, ESCH, GLBL

Fall 2023. DiChiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

### **ENVS 006. First-Year Seminar: Apocalypse: Hope and Despair in the Last Days**

*(Cross-listed as RELG 006C)*

*For millennia, speculation about the end of the world has fired the political and religious imagination of Western cultures. Today, arguably, the most potent threat to planetary well-being is the unchecked advance of the fossil fuels extraction industry. This course will study the range of reactions to this threat inside and outside of the academy, including sustainability politics, on the one hand, and the religious-environmental movement, on the other.*

*Many environmentalists argue we are living at "the end of nature" or the time of the "6th great extinction," while many religious believers, doomsday "preppers" and others, some sympathetic to fossil fuels-apocalypticism, and some not, also assert we are living into the end of the world as we know it.*

*Questions will be asked about the history and role of the extractive industries in climate change; how the emerging field of environmental studies can shape productive moral and political responses to this change; and the hope, and the anxieties, of new environmental spiritualities (with special reference to Christian, Amerindian, and Pagan worldviews) to challenge neoliberal economics and engender a living passion for the health of human societies in harmony with the wider natural world.*

Humanities.

1 credit.

Eligible for ENVS, ESCH

Fall 2022. Wallace.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

### **ENVS 016. Redefining Scientific Ways of Knowing**

*Upscaled by global colonization, European cultural and scientific practices have left a devastating impact on the Earth. At the same time, global technological efficacy currently serves as a lifeline of empowerment. By working in concert with ages-old indigenous wisdom and the Western experimental idiom, this course equips students to achieve joy and sustainability in our changing world.*

1.0 credit

Eligible for ENVS.

Fall 2023. Costa.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/engineering>

### **ENVS 040. Religion and Ecology**

(Cross-listed as RELG 022)

This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.

Eligible for ENVS, ESCH, GLBL-Core, PEAC

Fall 2021. Wallace.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

### **ENVS 041SR. StuRn: Critical Environmental Geographies of Race and Class**

Much of the history of colonization, and white supremacist racism has manifested an American landscape where geographic location is often the premier determinant of the material status of ones life. Namely, the life expectancy of Swarthmore Borough residents is over 12 years the life expectancy of Chester, PA residents-- two spaces separated by a mere 3 miles. This course recognizes this life expectancy to be one particular measure of how space defines one's proximity, accessibility, experience, and legitimacy to the resources they need to thrive. In recognizing this difference and the injustices it perpetuates, it becomes our onus and accountability, as privileged Swarthmore students, to leverage our capacities to move our resources, money, and power to help augment ongoing initiatives and to learn from the ways that Chester residents are shaping the kind of reality they wish to see. . The course will originate from a macro-level consideration of the history of space and its intersections with politics, to provide a crucial understanding of the underlying themes of the built environment. Secondly, the reading of how these theories penetrate the citizen, the self, and the consciousness will offer an important transition to confronting and examining how these theories manifest in issues at the regional, local, interpersonal, and individual levels. Case studies of Tri-State Area (New York, New Jersey, and Pennsylvania) will allow the course to activate themselves alongside the stakeholders within these phenomena, namely Black, and Indigenous community members engaging in organized resistance. Ultimately, the course will center with a focus on Swarthmore and Chester, and course students will become designers, artists, scholars, activists, and more, to leverage their course experience to contribute their collaborative visions for a more spatially just Swarthmore-Chester continuum. Student work will understand, process, synthesize, and contribute a direct impact, as all student work will be rooted in meeting the demonstrated needs of Chester Residents for Quality Living (CRCQL), Campus Coalition Concerning Chester (C-4), and other community based groups. As this course is led by students in the Project Pericles, C-4 Chester Road Collaborative, course students will be active members, and expected to direct their individual creative and academic growth in a shared community of students and residents.

1 credit.

Eligible for ESCH

Spring 2022. Di Chiro

Catalog chapter: Environmental Studies

Department website: Environmental Studies

### **ENVS 042. Ecofeminism(s)**

(Cross-listed as ENGL 089E)

An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.

First year students need instructor's approval.

1 credit.

Eligible for CBL, ENVS, ESCH, GLBL - Core, GSST, INTP

Fall 2023. Di Chiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 043. Race, Gender, Class, and the Environment**

*(Cross-listed as ENGL 089, SOAN 020M)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.*

*1 credit.*

*Eligible for BLST, ENVS, ESCH, GLBL - Core, GSST*

*Spring 2022. Di Chiro.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 044. Environmentally Engaged Literature: Pollutants, Fossil Fuels, and Atomic Bombs**

*(Cross-listed as ENGL 089B)*

*Pollutants. Fossil Fuels. Atomic Bombs. In many ways, pesticides, oil, and plutonium structure our lives; they impact our health, our politics, and may even threaten the existence of life itself. Ironically, because these materials permeate nearly every aspect of our existence, the human mind can struggle to comprehend them. In this course, we will read literature that engages with our environment to help us bring humans' relationship to these materials into focus. Scientific, historical, and economic studies of these materials tend to focus on their scale and widespread impact. Reading poetry, plays, short stories, and novels will allow us to imagine these materials more intimately-through individual, cultural, and aesthetic perspectives. In this course, students will ask: How can literature help us to understand-and perhaps change-our material, economic, and social environments? How has our relationship to materials changed over time? How do environmental and material realities impact cultural production and imagination? Texts under discussion will likely include: Rachel Carson's *Silent Spring* (1962); Terry Tempest Williams' *Refuge* (1991); Mark Nowak's *Coal Mountain Elementary* (2009); Lesley Battler's *Endangered Hydrocarbons* (2015); Andrew Bovell's *When the Rain Stops Falling* (2012); Adam Dickinson's *The Polymers* (2013); and two films: *Hiroshima mon Amour* (dir. Alain Resnais, 1959) and *There Will Be Blood* (dir. Paul Anderson, 2007). Course requirements include active participation; a close-reading paper; an engaged assignment; and a final research paper. All students are welcome.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Price.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 045A. Writing Nature: Digital Storytelling**

*(Cross-listed as ENGL 070G)*

*This course uses the Crum woods as a laboratory setting for the production of multimedia poems and brief memoirs. Digital stories combine spoken words with images, sound, and sometimes video to create powerful short movies. We'll spend time grappling with some of the stories inherent in the Crum woods ecosystem as well as the multifaceted story of our relationship to the woods. The class will conclude with a public screening of work produced.*

*1.0 credit*

*Eligible for ENVS.*

*Catalog chapter: English Literature*

*Department website: Environmental Studies*

## **ENVS 045B. River Stories**

*Cross-listed as ENGL 070R*

*The Delaware River is the longest free-flowing river east of the Mississippi: it is also a repository of American history, from Washington's midnight crossing during the Revolutionary War through Indian massacres through the era of pollution and the effects of the Clean Water Act. Twelve upper-class students will have the opportunity to spend time on the river before the start of the semester: we'll take 7-10 days to canoe and/or kayak, camp, explore ecosystems and natural history, visit water treatment centers, write, and gather media (photos, video, sound files). In*

addition to a traditional English paper and a research essay on environmental issues affecting the Delaware River, students will keep field journals and write poetry, short fiction, and non-fiction prose. One or more of these creative pieces will be turned into a digital story; several will be added to a communal memory map of the Delaware.

Graded CR/NC.

Limited to 12.

1 credit.

Eligible for ENVS, ESCH

Catalog chapter: Environmental Studies

Department website: Environmental Studies

## **ENVS 046. Warming Up: Performing Ecology**

(Cross-listed as DANC 046, THEA 005D)

This introductory course focuses on creative opportunities for students wishing to explore ecology, environmental studies, and the performing arts, specifically focusing on eco-performance and design. Class goals will aim to support a better understanding of environmental studies via an artistic lens, allowing students to combine creative processes with environmental sciences. Emphasis will be placed on interdisciplinary skills and experiences that raise awareness around environmental studies and simultaneously engage culture and community.

Humanities

1 credit.

Eligible for ENVS

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 047. Environment, Cultural Memory, and Social Change in Japan**

(Cross-listed as JPNS 036 and PEAC 036)

This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.

Humanities

1 credit.

Eligible for ASIA, GLOBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner, Crossan.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 048. Philosophy of Nature**

Cross-listed as PHIL 029

The question of how we conceive of nature and our relationship to it is one that has become increasingly pressing as we deal with environmental issues that are rapidly reaching a critical point. There has been a resurgence of interest in views like process philosophy—a view that suggests that unless we take interconnected becoming into account we cannot explain the novelty of life; panpsychism—a view that suggests that consciousness may be a fundamental component of the universe rather than an emergent effect of brains; biosemiotics—a view that suggests that even at the level of cells and unicellular organisms life operates through meaning-making rather than merely as mechanisms; and "new" materialism—a view that suggests that even matter instead of being viewed as inert could be conceived as having a kind of agency of its own. These views, among others, in updated forms that take up again questions silenced at earlier points in time in new contexts—along with cross-cultural views that have never succumbed to the Western binaries of nature/culture, human/animal, and self/other—in light of the radical challenges facing us, are rich resources for rethinking our relationship to nature in ways that could foster the kind of shifts in self-understanding and investment in our relations to others and our surroundings that we need to survive.

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities

1 credit.

Eligible for ENV5.

Spring 2022. Lorraine.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## ENV5 050. Indigenous Peoples and Climate Change Impacts

Indigenous Peoples around the world are among the first to experience the direct impacts of climate change that pose serious threats to their contemporary livelihoods and cultural lifeways. Using illustrative case studies, this course will examine the impacts of climate change on Indigenous peoples and their communities globally and will examine Indigenous responses to climate change. Major themes and topics will include Indigenous relationships to land, cultural sustainability, food security, Indigenous climate adaptation and mitigation planning, and international forums concerning climate change policy and the rights of Indigenous Peoples. This course centers the lived experience and cultural perspectives of Indigenous Peoples.

1 credit.

Spring 2022. Benally.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## ENV5 052. Chinese Food Culture and Farming: Traditions and Transitions

(Cross-listed as CHIN 086, LITR 086CG)

While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:

- From food security to food safety - the ecological turn in China's agriculture
- Organic farming in China - challenges and successes of state and private organic farm initiatives
- Ministry plans and China's new farmers
- Regional food traditions
- The role of restaurants in Chinese culture

Prerequisite: Some knowledge of Chinese culture or language is preferred but not required.

1 credit.

Eligible for ENV5, ASIA

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## ENV5 057. Afro-Futurism: Astral Mythologies of Creation and the Afterlife

(Cross-listed as RELG 047)

In his 1974 film *Space is the Place*, avant-garde jazz musician Sun Ra announced his mission to rescue Black earthlings and shuttle them in his spaceship to the safety of a newly-discovered planet: "I come to you as a myth. Because that's what black people are, myths. I come to you from a dream that the black man dreamed long ago." In many ways, Sun Ra's prophecy parallels variants of the Dogon creation myth of Mali, West Africa (recorded in the 1940s) that details the fateful voyage of the Nommos demiurge deities, who traveled to Earth in a sky vessel from a planetary point of origin some observers speculate may orbit the Sirius star system.

Through primary and secondary readings, interactive classroom activities, and multimedia sources -- including a bevy of music and film recordings -- this course investigates Afrofuturism as a radical imaginary within the broader corpus of Black Astral Mythologies. By tracing a throughline between topics such as 16th-century astronomical observations at the University of Timbuktu, U.S. Underground Railroad fugitive navigations according to the 'North Star,' and recent cosmogonic speculation by quantum physicists into the elusive nature of Dark Matter, students will consider this premise: when the safe harbor of the earth no longer offers itself as habitation, Blackened celestial futures constellate the cosmic horizons.

Possible field trip to the House of Future Sciences, headquarters of the Philadelphia collective AfroFuturist Affair.

Humanities

1.0 credit.

Eligible for BLST, ENVS

Fall 2021. Padilioni.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 058. Climate Fiction**

(Cross-listed as ENGL 058)

Climate fiction responds to the immensity of climate change through a variety of modes including journalism, dystopia, speculation, black comedy. As we read climate fiction that grapples with crises from the Dust Bowl through imaginary (yet not implausible) apocalypses, we will hone skills of thinking, writing, and speaking critically about cultural forms and social structures entangled with our changing climate and environment. Authors include John Steinbeck, Octavia Butler, Margaret Atwood, Junot Diaz, Richard Powers, Kim Stanley Robinson.

Humanities

1 credit.

Eligible for ENVS

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **JPNS 036. Environment, Cultural Memory, and Social Change in Japan**

(Cross-listed as PEAC 036, ENVS 047)

This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.

Humanities.

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner. Crossan.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

## **PEAC 036. Environment, Cultural Memory and Social Change in Japan**

Cross-listed as JPNS 036, ENVS 047

This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. In addition, under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore possible applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.

1 credit.

Eligible for PEAC, GLBL-paired

Fall 2023. Crossan.

Catalog chapter: Peace and Conflict Studies

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

## PHIL 029. Philosophy of Nature

*(Cross-listed as ENVS 048)*

*The question of how we conceive of nature and our relationship to it is one that has become increasingly pressing as we deal with environmental issues that are rapidly reaching a critical point. There has been a resurgence of interest in views like process philosophy—a view that suggests that unless we take interconnected becoming into account we cannot explain the novelty of life; panpsychism—a view that suggests that consciousness may be a fundamental component of the universe rather than an emergent effect of brains; biosemiotics—a view that suggests that even at the level of cells and unicellular organisms life operates through meaning-making rather than merely as mechanisms; and "new" materialism—a view that suggests that even matter instead of being viewed as inert could be conceived as having a kind of agency of its own. These views, among others, in updated forms that take up again questions silenced at earlier points in time in new contexts—along with cross-cultural views that have never succumbed to the Western binaries of nature/culture, human/animal, and self/other—in light of the radical challenges facing us, are rich resources for rethinking our relationship to nature in ways that could foster the kind of shifts in self-understanding and investment in our relations to others and our surroundings that we need to survive.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Spring 2022. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## PHIL 035. Environmental Ethics

*Environmental ethics deals with normative moral and political questions and issues concerning the environment. Here are some questions we will examine. Who counts in environmental ethics: only humans, all animals, plants, too, or all forms of life, even ecosystems? Should species, natural habitats, or wilderness be preserved for their own sake? What ethical questions does climate change raise and how could and should we answer them? How should we think about our relation to nature and our use of technology in general?*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for ENVS, ESCH, GLBL-core*

*Fall 2022. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## RELG 004. Radical Jesus

*(Cross-listed as CLST 004)*

*Discussion-and writing-intensive study of classical and contemporary understandings of the figure of Jesus through analytical reading, classroom dialogue, expository writing, and community engagement. It asks the questions, Who was the real historical Jesus? and, What is the relevance of Jesus for today? Introduction to wide understanding of Greco-Roman cultures and ancient texts, biblical and otherwise, including many of the extracanonical scriptures that did not make the final cut for inclusion in the commonly received New Testament. Also introduction to the Greek alphabet, lexicons, and research tools for New Testament study along with rudimentary Greek terms essential to biblical scholarship and commentary. Instruction is intellectually rigorous and responsive both to skeptical and faith-based readings of Jesus' biography and the Bible. The ground is level in this class: believers and unbelievers, evangelicals and atheists are welcome. No prior background in religious or biblical studies is assumed or required.*

*The class is divided into four three-week sessions with each session devoted to one of the Gospels, and a final week-long session focusing on the Book of Acts. Each session will study the interplay between Christian scriptures along with writings and images about Jesus drawn from the Hebrew Bible, extracanonical writings, film and video, history, theology and fiction. Images of Jesus through time will be tackled: Jewish rabbi, political revolutionary, apocalyptic prophet, queer lover, desert shaman, African messiah, and Native American trickster.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CLST, ENVS, ESCH, INTP*

*Spring 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*



## **RELG 006C. First Year Seminar: Apocalypse: Hope and Despair in the Last Days**

*(Cross-listed as ENVS 006)*

*For millennia, speculation about the end of the world has fired the imaginations of Western cultures. Today, in the light of the interrelated crises of ecological collapse and COVID-19, scientists argue we are in the time of the "Sixth Great Extinction," while religious communities assert we are living into the end of the world based on ancient prophecies. This course will ask how two seemingly unrelated modes of discourse—environmental science and religious studies—converge to shape productive responses to the world's end; and the power, and the anxieties of environmental spiritualities (with special reference to Buddhist, Neopagan, Christian and Indigenous worldviews) to give birth to hope and resilience in the face of the coming storm.*

*Humanities.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2022. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 022. Religion and Ecology**

*(Cross-listed as ENVS 040)*

*This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, ENVS, PEAC, GLOBL-Core*

*Fall 2021. Wallace.*

*Fall 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 031. Healing Praxis and Social Justice**

*Social justice rhetoric and activism are often framed around the theme of a fight or a struggle -- however noble -- against the forces and powers of oppression. This course takes a different tack and approaches social justice via perspectives of healing, wellness, and critical care practices. This course places an emphasis upon praxis, and as such will center healing and social justice practitioners and their methodologies as our primary curricular materials (via in-class visits and their social media footprints) to accompany more traditional classroom readings and multimedia assignments. What happens to our notions of social justice if we view current-day global oppression chiefly as a problem of colonial dis/ease -- a restless sickness wracking the social and political body, the encrusted layers of generational trauma and violence catalyzed by the on-going and open-ended histories of slavery, colonialism, and capitalism?*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, ENVS, PEAC, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RUSS 043. Chernobyl: Nuclear Narratives and the Environment**

*(Cross-listed as LITR 043R)*

*What really happened on April 26, 1986? This course will introduce students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures. Texts will be drawn from (non-)fiction, poetry, film, TV, video games, VR, and other media, as we consider the labyrinth of Chernobyl's mythology through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Fields trips and guest speakers. The final class project will involve an installation at McCabe Library. Taught in translation. No knowledge of Russian required. Open to all.*

Humanities.

Writing course.

1 credit.

Eligible for ENVS, INTP, GLBL - Paired

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <https://www.swarthmore.edu/russian>

## **RELG 047. Afro-Futurism: Astral Mythologies of Creation and the Afterlife**

(Cross-listed as ENVS 057)

In his 1974 film *Space is the Place*, avant-garde jazz musician Sun Ra announced his mission to rescue Black earthlings and shuttle them in his spaceship to the safety of a newly-discovered planet: "I come to you as a myth. Because that's what black people are, myths. I come to you from a dream that the black man dreamed long ago." In many ways, Sun Ra's prophecy parallels variants of the Dogon creation myth of Mali, West Africa (recorded in the 1940s) that details the fateful voyage of the Nommos demiurge deities, who traveled to Earth in a sky vessel from a planetary point of origin some observers speculate may orbit the Sirius star system.

Through primary and secondary readings, interactive classroom activities, and multimedia sources -- including a bevy of music and film recordings -- this course investigates Afrofuturism as a radical imaginary within the broader corpus of Black Astral Mythologies. By tracing a throughline between topics such as 16th-century astronomical observations at the University of Timbuktu, U.S. Underground Railroad fugitive navigations according to the 'North Star,' and recent cosmogonic speculation by quantum physicists into the elusive nature of Dark Matter, students will consider this premise: when the safe harbor of the earth no longer offers itself as habitation, Blackened celestial futures constellate the cosmic horizons.

Possible field trip to the House of Future Sciences, headquarters of the Philadelphia collective AfroFuturist Affair.

Humanities.

1 credit.

Eligible for BLST, ENVS

Fall 2021. Padilioni.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RUSS 086. Nature and Industry in Russian Literature and Culture**

(Cross-listed as LITR 086R)

From pre-Christian religion and folklore based in forest, steppe and tundra and the enduring role of peasant culture to today's Neo-Pagans, Russian culture has been closely bound to nature, developing sustainable agricultural practices, honoring "Moist Mother Earth" and (even sophisticated city dwellers) heading out to gather berries and mushrooms. But the Soviet era pursued science-fictional plans to redesign whole landscapes, make rivers flow backwards and even revolutionize plant genetics (Trofim Lysenko). In practice, such projects led to a shrinking Aral Sea, massive pollution of industrial and agricultural sites, and the worst nuclear disaster in human history (Chernobyl) - at great human cost. Writers have both supported industrial transformation and resisted industrialization. This course will trace the evolution of these elements of Russian culture, focusing on expressions of ideology in literature. No knowledge of Russian is necessary, but students with the language may do some reading in the original.

Humanities.

1 credit.

Eligible for ENVS

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <http://www.swarthmore.edu/russian>

## **ENVS 060-079 Natural Sciences**

### **BIOL 002. Organismal and Population Biology**

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

Natural sciences and engineering practicum.

Writing course.

One laboratory per week.

1 credit.

Eligible for ENVS  
Spring 2022. Staff.  
Spring 2023. Staff.  
Spring 2024. Staff.  
Catalog chapter: Biology  
Department website: <http://www.swarthmore.edu/biology>

### **BIOL 009. Our Food**

*(Cross-listed as ENVS 009)*

*The scale and efficiency of our food system is one of the marvels of the modern world. Yet in many ways this system is broken. This course will address the current state of our agricultural food system from scientific, humanitarian and sustainability perspectives, focusing on the U.S. Each student will grow crop plants and maintain a micro-garden plot on campus, as well as develop educational signage for the public that conveys information about agriculture, food systems and/or their crop. Three full hours of lecture/discussion/lab and one floating hour of fieldwork per week.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Pfluger.*

*Fall 2022. Pfluger.*

*Fall 2023. Pfluger.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

### **BIOL 016. Microbiology**

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

*Prerequisite: CHEM 022; BIOL 001 and BIOL 002 or by permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period per week.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Vollmer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **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.*

*Prerequisite: BIOL 001 and BIOL 002 or permission of the Instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Bauer.*

*Fall 2022. Bauer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 025. Plant Biology**

*This course is an exploration of the diverse field of plant biology.*

*Topics will include growth and development, reproduction, genetics and genome biology, evolution and diversity, physiology, responses to pathogens and environmental stimuli, domestication, agriculture, and applications of plant genetic modification. Laboratories will introduce organismal, cellular, molecular, and genetic approaches to understanding plant biology.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*  
*One laboratory period per week.*  
*1 credit.*  
*Eligible for ENVS*  
*Fall 2021. Grossman.*  
*Catalog chapter: Biology*  
*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 031. Marine Mammal Biology and Conservation**

*A survey of the unique evolutionary histories, ecological strategies and conservation concerns of cetaceans (whales & dolphins), pinnipeds (seals, sea lions, and walruses), and sirenians (manatees and dugongs). Topics include how biologists study these animals, comparative approaches to examining their evolution, anatomy and physiology, and marine mammal adaptations for living in a marine environment.*  
*Prerequisite: BIOL 002 or permission of the instructor.*  
*Natural science and engineering practicum.*  
*Lab required.*  
*1 credit.*  
*Eligible for ENVS, ESCH.*  
*Catalog chapter: Biology*  
*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 034. Evolution**

*The course focuses on how the genetic and phenotypic structure of a population changes in response to mutation, natural selection, migration, and genetic drift. Other topics, such as quantitative genetics, speciation, phylogeography, and adaptation, provide a broader view of evolutionary processes.*  
*Prerequisite: BIOL 001 and BIOL 002.*  
*Natural sciences and engineering practicum.*  
*One laboratory period or field trip per week.*  
*1 credit.*  
*Eligible for ENVS, GLBL-Core*  
*Fall 2022. Formica.*  
*Catalog chapter: Biology*  
*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 036. Ecology**

*Spring 2022: How do organisms interact with each other and their environment? In Ecology, we will tackle this question by building quantitative skills and applying them on the Swarthmore campus. Students will learn to model population growth and species interactions at the community level in the R programming environment and gain experience with the field and lab skills ecologists use to understand and manage global change. Through collaboration with local stakeholders and engagement with both Indigenous and Western approaches to understanding humans' connection with the natural world, we will design and implement an ecological restoration project in the Crum Woods. Students do not need to have previous fieldwork or R experience, but should be interested in cultivating these skills!*  
*Fall 2022 & Fall 2023: The goal of ecology is to explain the distribution and abundance of organisms in nature through an understanding of how they interact with their abiotic and biotic environments. Students will gain ecological literacy and practice by studying processes that operate within and between hierarchical levels or organization such as individuals, populations, communities, and ecosystems. All this knowledge will be applied to understand the current global changes occurring in nature as a result of human activities.*

*Prerequisite: BIOL 002, or permission of the instructor. ENVS 001 accepted as pre-requisite Spring 2022.*  
*Natural sciences and engineering practicum.*  
*Fall 2022: Three to 6 hours of laboratory and/or fieldwork in the Crum Woods per week, in addition to at least one field trip per semester.*  
*1 credit.*  
*Eligible for ENVS, GLBL-Core, ESCH*  
*Spring 2022. Grossman.*  
*Fall 2022. Machado.*  
*Fall 2023. Machado.*  
*Catalog chapter: Biology*  
*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 037. Conservation Biology**

*Cross-listed as (ENVS 063 )*

*This course provides an overview of the foundational concepts and future horizons of biodiversity conservation and illustrates central issues in contemporary conservation with case studies, critical reading of primary literature, field experiences and exposure to quantitative methods*

*Prerequisite: BIOL 002 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period or field trip per week.*

*1 credit.*

*Eligible for ENVS, GLBL-Core*

*Fall 2022. Caviedes-Solis.*

*Fall 2023. Caviedes-Solis.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 039. Marine Biology**

*Ecology of oceans and estuaries, including discussions of physiological, structural, and behavioral adaptations of marine organisms.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory per week; several all-day field trips.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Chan.*

*Fall 2023. Chan.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 042. Climate Change Science and Communication**

*cross listed as ENVS 061*

*Climate change is shaped by and shapes biological processes from the individual to the biome. In this course, students will develop a foundational understanding of the physical and geochemical factors underlying Earth's changing climate, the impact of such changes on the biological systems, and the consequences for human-environment interactions. Students will also develop strategic communication skills for sustainability through practice with research-tested science communication tools. Course meetings will be split between lecture, hands-on activities, paper discussions, and workshops.*

*Prerequisite: BIOL 001 or 002 and one additional NSE course or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS., GLBL-Core*

*Catalog chapter: Biology*

*Department website: [www.swarthmore.edu/biology](http://www.swarthmore.edu/biology)*

### **BIOL 115E. Plant Molecular Genetics and Biotechnology**

*The course will investigate the technological approaches that plant scientists are using to address environmental, agricultural, and health issues. Topics will include biofuels, nutritional engineering, engineering disease and stress resistance, bioremediation, and the production of pharmaceuticals in plants.*

*Prerequisite: BIOL 025 or any Group I course with permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 116. Microbial Processes and Biotechnology**

*A study of microbial mechanisms regulating metabolism and gene expression in response to natural and experimental stressors with emphasis on central and intermediary metabolism. Technical and ethical applications of these concepts in biotechnology will be addressed.*

*Prerequisite: BIOL 016 or CHEM 038; students planning to use BIOL 116 as an honors preparation must have BIOL 016 or permission of instructor.*

*Natural sciences and engineering.*

*Writing course.*

*1 credit.*

*Eligible for ENVS*

*Spring 2022. Vollmer.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **BIOL 139. Global Ocean Change Biology**

*This seminar will examine the impact of anthropogenic activities on marine organisms across different levels of biological organization. Keeping pace with this rapidly evolving field, we will discuss primary literature across disciplines, including epigenetic and genetic responses, organismal performances, ecological interactions, ecosystem functions and services. Strong emphasis on quantitative understanding.*

*Prerequisite: BIOL 001 and BIOL 002, and any Group II or III intermediate course with permission of instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS*

*Spring 2022. Chan.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

### **CHEM 003C. Green and Sustainable Chemistry**

*Green chemistry underlies the sustainable use of our natural resources. Core principles will be presented on how to achieve sustainability. Atom economy as driver to limit chemical waste and the conversion of this waste to reusable resources will be addressed. The course will focus on the impact of catalysis, nutrients, fertilizers, biomass, solvents, and energy usage on our daily life, how to minimize waste, and how to make the involved chemical processes green to enable the sustainable use of our natural resources.*

*Natural science and engineering.*

*1 credit.*

*Eligible for ENVS*

*Spring 2023. Lammertsma.*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

### **CHEM 015. Environmental Chemistry**

*(Cross-listed as ENVS 060) The course covers selected aspects of atmospheric chemistry, aquatic chemistry, and soil chemistry. There will be a specific focus on the environmentally important element cycles for C, N, O, P, and S in the absence and presence of current human activity. The chemistry of organic pollutants across the three zones will also be examined. The course content will involve a discussion of relevant current events.*

*Prerequisite: CHEM 010 or CHEM 010 HN ; or discretion of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Eligible for ENVS, GLBL-core*

*Spring 2024. Graves*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

### **ENGR 003. Problems in Technology**

*For students not majoring in science or engineering, this course will concentrate on the automobile and its impact on society. Class time will cover the principles of operation of vehicles and student lead discussions on related technical, political, social, and economic issues. Possible laboratory topics include evaluating alternative power systems (e.g., solar, hydrogen, and electric); investigating alternative fuels; and*

*understanding existing automotive components. Enrollment is limited. Usually offered in alternate years.*

*Natural sciences and engineering practicum.*

*Writing course.*

*1 credit.*

*Eligible for ENVS, GBLB-core*

*Fall 2021. Macken.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 004A. 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. ENGR 004A may not be used to fulfill the requirements for the engineering major or minor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, ESCH and GBLB - Core.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **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. Prerequisite: PHYS 004, MATH 025, some coding experience in a procedural computer language such as Matlab, Python, or C, or the permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Fall 2021. Everbach.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENGR 057. Operations Research**

*(Cross-listed as ECON 032)*

*This course introduces students to mathematical modeling and optimization to solve complex, multivariable problems such as those relating to efficient business and government operations, environmental pollution control, urban planning, and water, energy, and food resources.*

*Introduction to the AMPL computer modeling language is included. A case study project is required for students taking the course as a natural sciences and engineering practicum (ENGR 057). The project is optional for students taking the course as ECON 032.*

*Prerequisite: familiarity with matrix methods, especially solution of simultaneous linear equations, i.e., elementary linear algebra; but a full course in linear algebra is not required.*

*Natural sciences and engineering practicum only if taken as ENGR 057*

*1 credit.*

*Eligible for ENVS, ESCH*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

### **ENVS 008. Plants and People**

*This course explores the relationships between people and plants, particularly in the contexts of food, health, and medicine, in order to reflect on and deepen human connections to the botanical world. As we explore differences in plant/people relationships and ethnobotanical knowledge systems, we will consider questions about how these differences have been valued or devalued and their impacts on environmental sustainability and human wellbeing. The course will emphasize hands-on learning (e.g., nature journaling, gardening, botanical medicine preparation, artisanal vegetable fermentation, field trips, etc.).*

1.0 credit.

Eligible for ESCH

Fall 2021. Mohn.

Fall 2023. Mohn.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 009. Our Food**

(Cross-listed as BIOL 009)

*The scale and efficiency of our food system is one of the marvels of the modern world. Yet in many ways this system is broken. This course will address the current state of our agricultural food system from scientific, humanitarian and sustainability perspectives, focusing on the U.S. Each student will grow crop plants and maintain a micro-garden plot on campus, as well as develop educational signage for the public that conveys information about agriculture, food systems and/or their crop. Three full hours of lecture/discussion/lab and one floating hour of fieldwork per week.*

Natural sciences and engineering.

1 credit.

Eligible for ENVS, ESCH

Fall 2021. Pfluger.

Fall 2022. Pfluger.

Fall 2023. Pfluger.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 010. Climate Change: Science & Responses**

(Cross-listed as PHYS 001C)

*A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change.*

Natural sciences and engineering.

1 credit.

Eligible for ENVS, ESCH, GLBL-Core

Spring 2022. Bell.

Fall 2023. Staff.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 012. Compost and Climate Change**

*The management of food, garden and other organic wastes has significant effects on anthropogenic greenhouse gas emissions. This course focuses on understanding the environmental impacts of organic waste stream management practices. As part of the course, students will take part in assessing current practices and developing recommendations for organic waste management at the college. Multiple field trips.*

Natural sciences and engineering.

1 credit.

Eligible for ENVS, ESCH

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **ENVS 060. Environmental Chemistry**

(Cross-listed as CHEM 015)

*The course covers selected aspects of atmospheric chemistry, aquatic chemistry, and soil chemistry. There will be a specific focus on the environmentally important element cycles for C, N, O, P, and S in the absence and presence of current human activity. The chemistry of organic pollutants across the three zones will also be examined. The course content will involve a discussion of relevant current events.*

*Prerequisite: CHEM 010 or CHEM 010 HN; or discretion of the instructor.*



Natural sciences and engineering practicum.  
One laboratory period weekly.  
1 credit.  
Eligible for Eligible for ENVS, GLBL-core  
Catalog chapter: Environmental Studies  
Department website: <https://www.swarthmore.edu/environmental-studies>

### **ENVS 061. Climate Change Science and Communication**

(Cross-listed as BIOL 042)  
Climate change is shaped by and shapes biological processes from the individual to the biome. In this course, students will develop a foundational understanding of the physical and geochemical factors underlying Earth's changing climate, the impact of such changes on the biological systems, and the consequences for human-environment interactions. Students will also develop strategic communication skills for sustainability through practice with research-tested science communication tools. Course meetings will be split between lecture, hands-on activities, paper discussions, and workshops.  
Prerequisite: BIOL 001 or BIOL 002 and one additional NSE course or permission of the instructor.  
Natural sciences and engineering.  
1 credit.  
Eligible for ENVS.  
Catalog chapter: Environmental Studies  
Department website: <https://www.swarthmore.edu/environmental-studies>

### **ENVS 070. Introduction to Geographic Information Systems**

This course is designed to introduce the foundations of Geographic Information Systems (GIS) with emphasis on applications for environmental analysis in both proprietary and open-source software. It deals with basic principles of GIS and its use in spatial analysis and information management. Laboratory exercises provide practical experiences that complement the theory covered in lecture. By the end of this semester students should be capable of analyzing and managing environmental geospatial data.  
Non-distribution.  
1 credit.  
Spring 2022. Kokaz-Roy.  
Spring 2023. Staff.  
Spring 2024. Staff.  
Catalog chapter: Environmental Studies  
Department website: <http://www.swarthmore.edu/environmental-studies>

### **ENVS 079. Modeling**

(Cross-listed as MATH 056)  
An introduction to the formulation and analysis of mathematical models. This course will present a general framework for the development of discrete, continuous, and graphical models of diverse phenomena. Principles of modeling will be drawn from kinetics, population dynamics, traffic flow, diffusion, continuum mechanics, cellular automata, and network science. Mathematical techniques for understanding models will be emphasized, including dimensional analysis, phase plane diagrams, stability analysis, bifurcation theory, conservation laws, steady-state solutions, and computer simulation. Specific applications from chemistry, biology, physics, engineering, and neuroscience will be discussed. A primary goal of this course is to give insights into the connections between mathematics and real-world problems, allowing students to apply the course concepts to applications that excite them.  
Prerequisite: A grade of C or better in MATH 027 or MATH 028; in one of MATH 034 or MATH 035; and in MATH 043 or MATH 044; or permission of the instructor.  
Natural sciences and engineering.  
1 credit.  
Eligible for ENVS  
Spring 2022. Crawford.  
Catalog chapter: Environmental Studies  
Department website: <http://www.swarthmore.edu/environmental-studies>

### **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, storm water, and nonpoint pollution on natural waters, and environmental impact assessment.*

*Offered in the fall semester of alternate years.*

*Prerequisite: CHEM 010, MATH 025, or the equivalent or permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Plata.*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **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.*

*Prerequisite: Recommended: ENGR 057 or the equivalent, or the permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Engineering*

*Department website: <http://www.swarthmore.edu/engineering>*

## **MATH 056. Modeling**

*(Cross-listed as ENVS 079)*

*An introduction to the formulation and analysis of mathematical models. This course will present a general framework for the development of discrete and continuous models of diverse phenomena. Principles of modeling will be drawn from multiple areas, such as kinetics, population dynamics, disease spread, traffic flow, particle mechanics, and network science. Mathematical techniques and theory useful for understanding models will be emphasized, such as dimensional analysis, phase plane diagrams, stability analysis, bifurcation theory, conservation laws, random walks, constitutive relations, chaos theory, and computer simulation. A primary goal of this course is to give insights into the connections between mathematics and real-world problems, allowing students to apply the course concepts to applications that excite them.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028, and a grade of C or better in one of MATH 043 or MATH 044; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS*

*Spring 2022. Crawford.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **PHYS 001C. Climate Change: Science and Responses**

*(Cross-Listed with ENVS 010)*

*A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, GLBL-Core*

*Spring 2022. Eric Bell.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## ENVS 080-089 Project-based Learning

### ENVS 089A. Sustainability Research and Action

*This course helps students develop skills in a wide range of research-related skills, ranging from theories of change and content-specific research strategies, through self-management, project management, communication, engagement, and presentation skills. Guest presenters will help students understand the growing field of sustainability from a variety of different perspectives. This course supports the President's Sustainability Research Fellowship.*

*This course is only open to PSRF students, who have to apply for the program and be accepted in the preceding spring. Students enrolled in ENVS 089A will automatically be enrolled in ENVS 089B in the spring semester.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2021. Everbach, Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

### ENVS 089B. President's Sustainability Research Fellowship

*This course helps students develop skills in a wide range of research-related skills, ranging from theories of change and content-specific research strategies, through self-management, project management, communication, engagement, and presentation skills. Guest presenters will help students understand the growing field of sustainability from a variety of different perspectives. This course supports the President's Sustainability Research Fellowship.*

*This course is only open to PSRF students, who have to apply for the program and be accepted in the preceding spring. Students enrolled in ENVS 089A in the fall semester will automatically be enrolled in ENVS 089B in the spring semester.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Spring 2022. Everbach, Staff.*

*Spring 2023. Staff.*

*Fall 2023. Charlton, Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## ENVS 090-099 Directed Reading, Independent Project, Capstone

### ENVS 091. Capstone Seminar

*The culminating experience of the environmental studies major is the capstone seminar course. Under the direction of a faculty member, students with a variety of backgrounds concentrate on a single, environmental topic. Recent examples include: "Oceans in Peril," "Environmental Justice," and "The Green Campus: Swarthmore and Sustainability." The class members collectively work on a major initiative as part of the course. These projects have led to a sustainability action plan for the College, a map illustrating environmental justice in Delaware County, Pa., and a conference about watershed restoration.*

*1 credit.*

*Spring 2022. Bennally*

*Spring 2023. Staff.*

*Fall 2023. Di Chiro.*

*Spring 2024. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

### ENVS 092A. UNFCCC COP and International Climate Regime

*The Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) is a critically important annual event for global action on climate change, but it is situated within a broader and more complex international climate change "regime". This*

course provides a foundation for understanding the COP negotiations from a multitude of perspectives stemming from and external to the UNFCCC - including international relations, sustainable development, and multi-level climate governance. Key topics include: the structure of the Paris Agreement (e.g., mitigation, adaptation, loss & damage, etc.) and other relevant multilateral agreements (e.g., 2030 Agenda for Sustainable Development, Sendai Framework for Disaster Risk Reduction, New Urban Agenda, etc.), power dynamics in multilateral climate negotiations, the role of non-state actors (e.g., sub-national governments, NGOs, private sector, activists, etc.), and models for regime change to help meet the urgency of the moment. The course will also cover current issues to be negotiated at this year's conference and other timely analyses. Though not required, students are recommended to take POLS 081: Global Environmental Governance concurrently for a further holistic view on environmental governance beyond climate change.

*\*Note: This .5-credit course is open to all students, of whom only a subsection will be selected via an application process to attend COP. That said, all students in the course will have meaningful opportunities to engage virtually with the COP and related UNFCCC events. Additionally, there will be at least one opportunity for students in the course to optionally attend a high-level, climate policy event in NYC (possibly at UN Headquarters). 0.5 credit.*

*Eligible for POLS.*

*Fall 2021. Kaya, Tier.*

*Fall 2022. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 096. Senior Thesis in Environmental Studies**

*Writing course.*

*1.0 credit*

*Spring 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## **Film and Media Studies**

### **Chair:**

**BOB REHAK, Associate Professor**

**CATALINA LASSEN, Administrative Assistant**

### **Core Faculty:**

**PATRICIA WHITE, Professor<sup>1</sup>**

**SUNKA SIMON, Professor (Film and Media Studies and MLL, German)<sup>2</sup>**

**RODNEY EVANS, Visiting Associate Professor<sup>2</sup>**

### **Affiliated Faculty:**

**Timothy Burke (History)**

**William Gardner (Modern Languages and Literatures, Japanese)**

**Haili Kong (Modern Languages and Literatures, Chinese)**

**Maya Nadkarni (Sociology and Anthropology)**  
**Carina Yervasi (Modern Languages and Literatures, French)<sup>2</sup>**

<sup>1</sup> Absent on leave, fall 2021.

<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, fall 2021 - spring 2022.

*Film and media are crucial and pervasive dimensions of contemporary culture. The development of formal understanding, historical knowledge, and critical literacy about media texts, technologies, and practices is central to a liberal arts education in the twenty-first century. The Department of Film and Media Studies offers classes that explore the history, theory, aesthetics, and social and cultural aspects of media forms including cinema, television, online video, digital games, and media art. The program teaches research and analytical methods as well as digital production skills and approaches and encourages cross-cultural comparisons as well as attention to audiences and institutions. Our hybrid curriculum blends critical studies with critical making, often within the same course.*

## The Academic Program

*The Film and Media Studies Department offers a range of courses in critical studies and production, cross-lists film and media courses with other departments, and awards credit for majors and minors taking approved offerings from other departments and programs. Students may major or minor in film and media studies, including in the Honors Program. FMST 001 is the prerequisite for advanced work in the major or minor and is recommended preparation for any course in the department except first-year seminars. In addition to class meetings, most courses require weekly evening screenings. Production courses are limited enrollment.*

## First Course Recommendations

### First course recommendations

*FMST 001. Introduction to Film & Media Studies presents forms and histories of film and other moving-image media, as well as key concepts, theories, and methods in the discipline of film and media studies. We begin with analysis of the elements of film form; explore narrative, documentary, experimental and genre formats; and conclude with perspectives on authorship, national cinema, and other topics in film and media theory. Emphasis is on developing critical viewing, writing, research, and multimedia authoring skills. Required weekly evening screenings of works from diverse periods, countries, and traditions. FMST 001 is the prerequisite for most other FMST classes.*

## Film and Media Studies Courses

### FMST 001. Introduction to Film and Media Studies

*In this course students are presented with forms and histories of film and other moving-image media, as well as key concepts, theories, and methods in the discipline of film and media studies. We begin with analysis of the elements of film form; explore narrative, documentary, experimental and genre formats; and conclude with perspectives on authorship, national cinema, and other topics in film and media theory. Emphasis is on developing critical viewing, writing, research, and multimedia authoring skills. Required weekly evening screenings of works from diverse periods, countries, and traditions. FMST 001 is the prerequisite for most other FMST classes.*

*Humanities.*

*1 credit.*

*Eligible for FMST, DGHU*

*Fall 2021. Rehak.*

*Fall 2022. White.*

*Fall 2023. Simon.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### FMST 002. Digital Production Fundamentals

*This course introduces students to the expressive possibilities and rigors of the film medium while offering a sound technical foundation in digital production and post-production. We will explore documentary, experimental, and narrative approaches and also consider the opportunities and limitations-conceptual, practical and aesthetic- of exhibiting work through different venues and platforms. Emphasis will be on using the formal*

and conceptual palette introduced in the course to develop one's own artistic vision. Coursework includes short assignments, discussions, screenings, and a final project.

Prerequisite: FMST 001 or Instructor Permission.

Humanities.

1 credit.

Eligible for FMST, DGHU

Spring 2022. Brook.

Spring 2023. Evans.

Spring 2024. Evans.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 005. First-Year Seminar: Special Effects and Film Spectacle**

Focusing on the history and theory of spectacular media culture with an emphasis on visual effects and other forms of behind-the-scenes industrial knowledge, this class introduces students to the basics of studying and writing about spectacle in film, television, and digital entertainment, exploring questions such as the relationship between style and technology; formal and narrative principles of "showstoppers" such as musical numbers and fight scenes; and issues of realism and illusion, visual pleasure, sensory immersion, capitalism, cultural worth, and ideology.

Humanities.

Writing course.

1 credit.

Eligible for FMST

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 009. First-Year Seminar: Women and Popular Culture**

This course looks at a range of genres associated with female audiences in the US since the late 19th century across print, film, television, and new media. These include sentimental novels, gothic romances, magazines, "women's pictures," soaps, chick flicks, fanfic and Tumblr. What is the relation between mass culture aimed at women, cultural production by women, and feminist politics and critique? How do race, class, gender identity, and sexuality intersect with gendered genre conventions, discourses of authorship and critical evaluation, and the paradoxes of popular cultural pleasures?

Humanities.

Writing course.

1 credit.

Eligible for FMST, DGHU, GSST

Spring 2024. White.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 011. Advanced Digital Production**

This course is an advanced filmmaking workshop for students with prior production experience. Through practical workshops in pre-production, sound production, cinematography, and editing, students advance their technical, aesthetic, and storytelling skills beyond the fundamentals. Through reading, discussion, and exposure to a variety of creative practices within film and video, the course promotes a critical understanding of these media. Production coursework includes collaborative exercises and the completion of a short film-documentary, narrative, or experimental culminating in a final project screening. This course is designed to help students develop their voice as filmmakers through the creation of high-quality works and is strongly recommended for students interested in producing a senior film project.

Prerequisite: FMST 001, and FMST 002 or equivalent production experience with instructor's approval.

Humanities.

1 credit.

Eligible for FMST

Fall 2021. Evans.

Fall 2023. Evans.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 013. (Auto)biography and the Archive: Experimental Digital Production**

*How have filmmakers used the camera to investigate their own life experiences, incorporating issues of race, gender, sexuality, class, geography, politics, and socioeconomic status? How do filmmakers turn to historical precursors, both known and unknown, to make deeply personal work? This class expands the boundaries of what we think of as "personal" filmmaking, looking at its history in fiction, documentary, experimental and hybrid works. We will explore the ways in which the archive intersects with (auto) biography--how empathy for stories filmmakers find in the ever expanding public archive of images affects the creative process. Course work includes readings by filmmakers and theorists, exercises, discussions with guest filmmakers, and a final 3-10 minute creative project. Prerequisite FMST 2 or instructor's approval.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 015. Screenwriting**

*(Cross-listed as ENGL 070S)*

*This course introduces students to the fundamentals of screenwriting while enabling them to explore their unique sensibility as writers. We consider how screenplays differ from other dramatic forms and understand what makes good cinematic storytelling. By looking at short and feature-length scripts and films, we examine issues of structure, character development, effective use of dramatic tension and dialogue, tone, and theme. Through in-class exercises and discussions, students flesh out their ideas and grapple with their writing in a supportive workshop atmosphere. Coursework includes screenings, short assignments, and the completion of several drafts of a short screenplay. No previous writing experience required.*

*Prerequisite: Instructor's approval.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Fall 2021. Evans.*

*Fall 2022. Evans.*

*Fall 2023. Evans.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 016. The Director/Actor Collaboration**

*This course focuses on the importance of the relationship between the director and the actor and the use of improvisation in rehearsal and production to create more powerful performances for film and television. Texts and films examined in the first half of the course will include *THE IMPROVISED PLAY: THE WORK OF MIKE LEIGH* by Paul Clements, *DIRECTING ACTORS* by Judith Weston, *THE COOL WORLD* by Shirley Clarke, *VERA DRAKE* by Mike Leigh and *OLD CATS* by Sebastian Silva. The second half of the semester will include in-class exercises, open rehearsals with professional actors and individual student films that put some of the examined techniques into practice. The course will also include special workshops and Q&A's with guest filmmakers.*

*Prerequisite: FMST 001 and FMST 002 or equivalent production experience from a film/video production course in the TriCo with a working knowledge of the Premiere Pro Editing software is required for this course with instructor's approval.*

*Prerequisite: FMST 001 or FMST 002*

*Humanities*

*1 credit.*

*Eligible for FMST*

*Fall 2022. Evans.*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 020. Critical Theories of Film and Media**

*Film critic André Bazin's famous question, "What is cinema?," gained new relevance with the advent of digital media. This course introduces classical film theory (theories of modernity and perception, montage, realism), contemporary film theory (theories of film language, ideology, the cinematic apparatus, and spectatorship), approaches that cut across media (authorship, genre, stardom, semiotics, narratology, feminism, production and reception studies, cognitivism), and theorizations of new media. Through readings and weekly screenings, we explore the significance of film and other media in shaping and expressing our identities and cultural experiences. Strongly recommended for FMST majors and minors.*

*Prerequisite: FMST 001.*

*Humanities.*

*1 credit.*

*Eligible for INTP, FMST, DGHU*

*Spring 2022. White.*

*Spring 2023. White.*

*Spring 2024. Rehak.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 021. American Narrative Cinema**

*(Cross-listed as ENGL 087)*

*This course surveys U.S. narrative film history with an emphasis on the Hollywood studio era. We consider how genres such as the western, the melodrama, and film noir express aspirations and anxieties about race, gender, class and ethnicity in the United States. Film is understood as narrative form, audiovisual medium, industrial product, and social practice. Classical Hollywood is approached as a national cinema, illuminated by attention to independent narrative traditions ("race movies," New *Queer Cinema*).*

*Humanities.*

*1 credit.*

*Eligible for FMST, ENGL*

*Fall 2023. White.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 022. Cinema and Modernity, 1894-1934**

*This course explores the first decades of film history in the context of global modernity and artistic modernism. In form and content, silent-era cinema functioned as both a vector and a reflection of the transformative subjective and social experiences of modernity. Urbanization, immigration, consumerism, and women's participation in the labor force were refracted in silent movie genres and stars. We will pay special attention to cinema's internationalism before the introduction of synchronized sound, looking at film culture and national film stars in Asia as well as the U.S. and Europe. Field trips and guests will address key topics of film historiography including archives and preservation and film music.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 023. Documentary: The Art of the Real**

*Contextualizing a range of documentary practices within the history of nonfiction film and television and in the landscape of contemporary media culture, this course explores the aesthetic and rhetorical strategies of documentary form. Topics include: activist media; the essay film; critical and sensory ethnographic film; reenactment; television documentary; and witnessing.*

*Humanities.*

*Eligible for FMST*

*Fall 2023. White.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 025. Television Studies**

*This course introduces students to major trends in critical thought regarding electronic media, including the rise of broadcast television, recent developments in narrowcast or niche programming and distribution, and the relationship among media industries, advertisers, and audiences. Special attention will be given to probing and historicizing the formal concepts of broadcast and digital TV, examining our ongoing cultural adaptation to emerging screen technologies and their attendant narrative and audiovisual forms. Coursework includes weekly blogging, one analytical paper, presentations, and the production of a creative TV-related project.*

*Required of majors for classes 2024 and after.*

*Prerequisite: FMST 001*



Humanities.

1 credit.

Eligible for FMST, DGHU, GLBL-Core

Spring 2023. Simon.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 026. Popular Music and Media**

(Cross-listed as MUSI 005E/LITR 026/GMST 026)

*Is Bohemian Rhapsody (2018) the Stop Making Sense (1984) of this generation? How does YouTube compare to Indie records? What's similar and what's different? What is the relationship between social media and commercial means of distribution, and what is its effect on fandom? This team-taught course investigates the histories, structures and cultural connections between popular music and other media. How do musical expressions and genres interact with medium specificity? How can we understand changing exhibition formats (stadium vs. lounge vs. club) and distribution venues (record store vs. Spotify)? How does celebrity culture then and now impact what is popular and how does it affect the music industry and vice versa? What lies at the intersection of national, socio-political and fan cultures?*

*Providing a grounding in music and media history and theory, we will research and analyze mainstream and independent case studies in radio, film, theater, television and social media in order to better understand and engage with the complex webs that characterize contemporary media, its production, and its consumption.*

Humanities.

Spring 2023. Simon.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 031. Documentary Filmmaking as Cultural Work**

*This course is grounded in a conceptualization of non-fiction filmmaking as a type of "cultural work" - a creative activity with the political goal of making our society better, more humane, more equitable, more sustainable. We will explore how non-fiction filmmaking (ethnography, the documentary, essay films) can provide an understanding of large-scale social structures that shape our present reality (including economic class, racial, ethnic, gender and sexuality hierarchies); as well as offer a vision of and pathway to a better future. A particular focus of our examination will be the use of the archive (of sound, image and document) to this mode of cultural work. We will look at the relationship of the craft of non-fiction filmmaking (image choices, motion, editing, venues for of exhibition/sharing) to the intended message and intended audience. How these productions are created, the organization of production teams, decisions about audience, will be some of the processes we try to understand as we look at media works created by participatory community media makers in North America (including Appalshop in Whitesburg, KY, New Orleans Video Access Center, Visual Communications in Los Angeles, Scribe Video Center in Philadelphia), and by auteur image/audio essayist including John Akomfrah, Jill Godmilow, Renée Green, Isaac Julien, Chris Marker, Raoul Peck, Raúl Ruiz, Rea Tajiri, and Yvonne Welbon.*

*This course will provide an opportunity to share research and analysis through the creation of short non-fiction works.*

Humanities.

1 credit.

Spring 2022. Massiah.

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 034. Transmedia Worldbuilding and Storytelling**

*The invention and exploration of elaborate fictional worlds span millennia of human cultural practice, from the islands of Homer's Odyssey to the Middle Earth of Tolkien's Lord of the Rings and the blockbuster universes of Star Wars, Marvel and DC. This class explores the mechanical and aesthetic principles of crafting detailed imaginary worlds and using them to tell stories that interconnect across diverse media, ranging from film, television, theater, and comics to digital and tabletop gaming, LARPs, virtual reality, and other emerging platforms. In a workshop environment devoted to developing our own world concepts, we will engage forms of paratextual production such as costume and set design; model building and prop fabrication; the drafting of maps, blueprints, encyclopedias, and other reference materials; and the coining of conlangs (constructed languages). Through our creative work we will explore the history of and critical theory surrounding subcreation, transmedia storytelling, and convergence culture, touching on key works in literary and adaptation theory, global/locative studies, fandom studies, production culture, genre theory, narratology, performance, gaming, animation, and spectacle/special effects.*

*Prerequisite: Any FMST course. FMST 001, FMST 025, FMST 036, FMST 041, or any production course strongly recommended.*

Humanities.  
Spring 2022. Rehak.  
Catalog chapter: Film and Media Studies  
Department website: <https://www.swarthmore.edu/film-media-studies>

### **FMST 035. Video Game Design and Creation**

*Introduces students to the basic elements and steps involved in conceptualizing and making games for popular digital platforms. Integrating readings on the aesthetics and genres of video gaming, our collaborative workshop environment will use web-based game development tools to craft both simple and complex games that build and comment on the histories, pleasures, and politics of the video game medium. Course work includes short creative assignments, readings, discussions, weekly gameplay, and a final project.*

Prerequisite: FMST 36

Humanities

1 credit.

Eligible for FMST

Spring 2024. Rehak.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 036. Theory and History of Videogames**

*This course investigates the video game medium from its earliest incarnation in hackers' prankish exploits to the latest in AAA and indie publishing, drawing on a variety of texts and perspectives as well as on play, analysis, and creation of video games themselves to build a portrait not just of games, gamers, and gaming, but of a unique moment in the evolution of contemporary digital media. After establishing a basic conceptual vocabulary for thinking, speaking, and writing about video games, we will shift our attention to the broader contexts and cultural functions of video gaming - as commercial and transmedia entities; as spaces for the forging of identity and sociality; and as objects of fandom and instruments of ideology. As this is a hybrid course that emphasizes making as learning, our final project will involve creating games that make critical arguments. Required weekly out-of-class gaming and viewing assignments.*

Humanities.

1 credit.

Eligible for FMST, DGHU

Spring 2023. Rehak.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 037. Gender and Genre on Television**

*This course will explore genre in American television from the 1950s to today through the lens of gender and sexuality. Students will learn about genre theory and media specific historical, aesthetic, economic conventions of television genres. We will discuss how macro and micro genres intersect with gender in target and niche audience composition and viewing habits and practices. How ideas and social rituals of leisure and labor figure into generic representations of gender and sexuality and vice versa. How race, class and gender form intersectionalities explored, exploited and expanded differently by televisual flow than in our current convergence era of streamed content. Each week students are responsible for screening at least two assigned episodes and blogging on one episode of a classic TV show they commit to for the semester. One analytical paper. Every student has to give one presentation analyzing selected clips in the context of critical scholarly articles. Midterm and Final exams.*

Humanities.

1 credit.

Eligible for FMST, GSST

Fall 2021. Simon.

Catalog chapter: Film and Media Studies

Department website: <https://www.swarthmore.edu/film-media-studies>

### **FMST 038. Reality TV**

*This advanced Television Studies course explores the history and practices of the television medium in its connections to concepts and theories of realism. We will be considering reality modes in early anthropological films and documentary/fiction hybrids (People on Sunday, Nanook of the North), and the 1930s TV coverage of the German Olympics alongside the works of Andre Bazin, Siegfried Kracauer, Sergei Eisenstein and others. We will discuss the impact of neo-realist schools of filmmaking (Italian, French and German) on the first "reality" series on U.S.*

television - *An American Family* (PBS, 1973) and vice versa. We will investigate the live-studio audience aspect of talk and game shows, the rise of *The Real World*, the longevity of *Survivor* and *Big Brother*, think about global television formats and how reality shows interact with social media and socio-political practice (*American Idol*). How and why is realism semiotically and socio-politically connected to the televisual medium? How does this relationship change over the years and through the different cycles of technological, digital and programmatic innovation?

Prerequisite: FMST 001, FMST 025 or FMST 054

Humanities.

1 credit.

Eligible for FMST

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 041. Fan Culture**

Explores the history, philosophy, and impact of fandom in film, television, and new media. Drawing on methodologies including reception and audience studies, feminism, performance, cultural studies, ethnography, and convergence theory, we will consider topics such as the evolution of celebrity and "cult" status; the creation and sharing of fan fiction and vids; gendered, queer, and cis identities in fan culture; relationships between fandom and industry; and fans' use of digital social media. Screenings include serial and episodic TV, camp and "trash" cinema, narrative and documentary films, and fan-generated content.

Eligible for GSST credit if all papers and projects are focused on GSST topics.

Humanities.

1 credit.

Eligible for FMST, GSST

Fall 2023. Rehak.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 042. Animation and Cinema**

This course examines the forms, technologies, and history of animation in film and other media. Screenings include short- and feature-length animated films, narrative and experimental animation from the U.S. and other countries, and animation in television and digital media. Emphasis is on framing animation in relation to an array of cultural and economic forces and theoretical perspectives, including performance, gender, the body, media evolution, taste, symbolism and realism, and the avant-garde.

Humanities.

1 credit.

Eligible for FMST

Fall 2023. Rehak.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 043. Conspiracy Media**

Investigates conspiracy and the paranoid imagination both within film and television narratives (through stories built around plots, hidden agendas, and betrayal) and as a mode of skepticism and mistrust toward media themselves (the role played by media in coverups, hoaxes, and "fake news"). Focusing on a period from the Cold War to present day politics, the course constructs an archeology of screen, print, and interactive media to explore the shifting meanings of conspiracy in response to technological and social change. Topics include the structural affinities among conspiracy, narration, and seriality; recurring thematic such as biological contagion, corporate and patriarchal menace, and supernatural forces; and the role of digital media in both spreading and debunking conspiracies. Required weekly viewing.

Eligible for FMST, INTP

Catalog chapter: Film and Media Studies

Department website: <https://www.swarthmore.edu/film-media-studies>

## **FMST 045. Feminist Film and Media Studies**

(Cross-listed as GSST 020)

This course explores theories and methods at the intersection of film and media and gender and sexuality studies, including representation and self-representation, historiography and canon formation, intersectionality and transnational politics, gender performativity and sexual dissidence, cultural production and critique. Required weekly screenings feature films and programs from a range of historical periods, national

production contexts, and styles: mainstream and independent, narrative, documentary, video art, and experimental. Readings in feminist film theory will address questions of authorship and aesthetics, spectatorship and reception, image and gaze, and current media politics.

Humanities.

1 credit.

Eligible for FMST, GSST, INTP

Fall 2022. White.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 046. Queer Media**

(Cross-listed as ENGL 090)

The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence. Queer theory has developed in relation to queer film texts and cultures. How do lesbian/gay/bisexual/transgender (lgbt) filmmakers queer sexual norms and standard media forms? Challenging classic Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film.

Humanities.

1 credit.

Eligible for FMST, GSST, INTP, DGHU

Fall 2023. White.

Spring 2024. White.

Catalog chapter: Gender and Sexuality Studies, Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 047. Race and Media Studies**

This course interrogates the foundational role of race in the development of modern technologies and media theory. Moving across different periods and media formations, we will address how race as a social category and cultural fantasy has been materialized through specific film technologies, representational norms, and institutional networks. At the same time, we will also look at a range of films and television shows that challenge protocols for constituting race as an object of knowledge and control.

Humanities.

1 credit.

Fall 2022. Staff.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 049. Screening Philadelphia**

This course considers how Philadelphia has been mediated and imagined in cinema, popular culture, and US history. We explore Philadelphia's key role in early film's emergence, in framing ideas about black lives, and its potential for opening up questions about the cultural geography of cinema and media. Critical attention to onscreen representation, from sitcoms to documentaries to Hollywood film, will be complemented by historical research and ethnographic fieldwork, drawing on our proximity to the city.

Humanities.

1 Credit.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

## **FMST 050. What on Earth Is World Cinema?**

Is there such a thing as world cinema, or is the concept a naïve or imperialist one? 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 (Korea, Taiwan), Latin American, European, and U.S. independent cinemas. Special attention to how film festivals, journalism, and cinephile culture confer value.

Humanities.

1 credit.

Eligible for FMST, GLBL-Core

Spring 2023. White.  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 051. European Cinema**

*(Cross-listed as LITR 051G, GMST 051)*

*Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GMST, GLBL-Paired*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 052. Postwar France: French New Wave**

*(Cross-listed as FREN 073 & LITR 073F)*

*This course is an in-depth exploration of the development and evolution of the French New Wave in postwar France. We will concentrate on the history of the New Wave in France from the 1950s through the late 1960s by the close study of the styles of individual filmmakers, the "film movement" as perceived by critics, and the New Wave's contribution to modernizing France. The primary emphasis will be on the stylistic, socio-political, and cultural dimensions of the New Wave, and the filmmakers and critics most closely associated with the movement. Directors, who were once all film critics for the magazine Cahiers du Cinéma, will be studied along side other important filmmakers of the era.*

*Fulfills national cinema requirement for FMST.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Fall 2022. Yervasi.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 054. German Cinema**

*This writing intensive course is an introduction to German Cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avantgarde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. Students in the class analyzes a cross-match of popular and avantgarde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices. Taught in English.*

*Prerequisite: FMST 001*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for FMST, LITR, GMST*

*Catalog chapter: Film and Media Studies*

*Department website: <https://www.swarthmore.edu/film-media-studies>*

### **FMST 055. Contemporary Chinese Cinema**

*(Cross-listed as CHIN 055)*

*Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CHIN, FMST*

*Fall 2021. Kong.*

Catalog chapter: *Film and Media Studies*  
Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 057. Japanese Film and Animation**

*(Cross-listed as LITR 024J, 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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, FMST*

Catalog chapter: *Film and Media Studies*

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 058. Film and Place: West African Filmmakers at Home and Abroad**

*Crosslisted with LITR 078F.*

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Téno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for BLST, GLBL-paired.*

*Fall 2021. Yervasi.*

Catalog chapter: *Film and Media Studies*

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 082. Studies in Genre: Horror**

*Considering horror entertainment across different eras and media platforms, this course introduces students to the study of genre through a survey of the many forms taken by fear, disgust, and the uncanny as narrative and spectacle in twentieth- and twenty-first-century moving-image culture. We will draw on approaches ranging from psychoanalysis and gender studies to affect, abjection, and political allegory to explore subtopics such as monstrosity, perversion, and the grotesque; representations of the supernatural and paranormal; body horror and "torture porn"; and the alien as other and self. Required weekly screenings and in-class viewing include movies, television, and video games. Warning: course content may be disturbing and upsetting.*

*Prerequisite: FMST 001 or instructor's permission.*

*Humanities.*

*1 credit.*

*Eligible for FMST*

*Fall 2021. Rehak.*

Catalog chapter: *Film and Media Studies*

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 090. Film and Media Studies Capstone**

*This course begins by exploring a major paradigm or debate in the field and reviewing research methodology and production techniques. Students then undertake an individual or collaborative research or creative project (in some cases building upon work started in another class or independent study), meeting to workshop ideas and present works-in-progress. Research projects will incorporate multimedia presentation, and creative projects will be accompanied by written materials. The semester culminates in a panel/film exhibition.*

*Required for FMST senior majors and minors.*

*Humanities.*

*1 credit.*

*Eligible for FMST  
Spring 2022. White.  
Spring 2023. Rehak.  
Spring 2024. Simon.  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 097. Independent Study**

*Students must apply for preregistration approval in writing.  
0.5 to 1 credit.  
Eligible for FMST  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 098. Thesis**

*For a limited number of majors.  
Requires approval.  
Writing course.  
1 credit.  
Eligible for FMST  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 099. Creative Project**

*For a limited number of majors.  
Requires approval.  
Humanities.  
1 credit.  
Eligible for FMST  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 102. Convergence**

*This honors seminar explores the cultures and content of the contemporary mediascape through formal, technological, and political lenses, reading emergent paradigms such as virality, paratextuality, and collective intelligence against equivalent historical moments of media evolution. Particular attention will be paid to the concepts of "the digital"; rhetorics of revolution and continuity; and the intersection of information, entertainment, and capitalism within a dominant episteme of new media. Course majors and other students with relevant background can apply for instructor's approval to take the seminar.  
Humanities.  
2 credits.  
Eligible for FMST, DGHU  
Catalog chapter: Film and Media Studies  
Department website: <http://www.swarthmore.edu/film-media-studies>*

## **Course Major**

### **Requirements**

*Majors must take a minimum of 10 credits, among which the following are required:*

*FMST 001 Introduction to Film and Media Studies*

*FMST 020 Critical Theories of Film and Media*

*FMST 090 Senior Capstone*

*Students are also required to take at least 1 production course (FMST 002: Digital Production Fundamentals; FMST 011: Advanced Digital Production; FMST 015: Screenwriting; a hybrid critical studies/production class numbered 30-39; or an approved course taken at another institution or in another department).*

*Students must also choose 1 course that offers historical depth in a national or transnational cinema tradition (any class numbered 50-60 or a course with similar content).*

*Remaining courses and seminars should be selected to achieve breadth and depth in the discipline and balance between critical studies and production courses. Courses in a major may include a limited number of credits drawn from film and media offerings at Bryn Mawr, Haverford, or the University of Pennsylvania; courses in the discipline taken abroad or at other U.S. institutions; or approved offerings from other Swarthmore departments and programs.*

## Acceptance Criteria

*To be accepted as a major, students must have completed FMST 001 and have completed or be currently enrolled in at least one additional FMST course. Haverford students interested in applying for the Swarthmore major should consult with the department chair and their Haverford advisor. Bryn Mawr students are encouraged to apply to the Film Studies Program at Bryn Mawr.*

## Course Minor

*Students may add a minor in Film and Media Studies to any major.*

## Requirements

*All minors must take a minimum of 5 credits, which may be selected from the courses and seminars listed or from approved courses taken abroad, at Bryn Mawr, Haverford, or University of Pennsylvania. The 5 credits must include FMST 001: Introduction to Film and Media Studies and FMST 090: Capstone, normally taken in the senior year. No more than two credits taken outside FMST can be counted toward the minor.*

## Acceptance Criteria

*To be admitted to the minor, students must have satisfactorily completed one film and media studies course.*

## Honors Major

### Requirements

*Students in the Honors Program may major in film and media studies by meeting the requirements for the major and by preparing for and taking three external exams. The exam preparations should include FMST seminars numbered 100 and higher, if offered, and FMST 090 plus a 1-credit honors attachment. Other 2-credit honors preparations may incorporate a 1- or 2-credit thesis or creative project or other course or seminar work with the approval of the film and media studies chair. Senior honors study (SHS) consists of a revised essay and/or short film submitted for a course or seminar in the preparation. No SHS is required for a thesis or creative project.*

### Acceptance Criteria

*Students wishing to complete the honors major must have received a grade of B+ or better in all film and media studies courses and be approved by the Film and Media Studies Department.*



## Honors Minor

### Requirements

*Students in the Honors Program may minor in film and media studies by meeting the requirements for the minor and by preparing for and taking one external exam. The exam preparation usually consists either of a 2-credit FMST seminar or FMST 090 plus a 1-credit honors attachment; however, the 2-credit honors preparation may incorporate a 1- or 2-credit thesis or project or other course or seminar work with the approval of the film and media studies chair. Senior honors study (SHS) consists of a revised essay or short film submitted for a course or seminar in the preparation. No SHS is required for a thesis or creative project.*

### Acceptance Criteria

*Students wishing to complete the honors minor must have received a grade of B+ or better in all film and media studies courses and be approved by the Film and Media Studies Department.*

### Thesis / Culminating Exercise

*FMST 090: Capstone is considered the culminating exercise for majors and minors. Occasionally senior majors may be permitted to write a 1- or 2-credit thesis or to make a thesis film in addition to their work in the capstone; applications must be submitted and approved in the semester before the project is to be undertaken.*

### Advanced Placement/International Baccalaureate Credit

*Consult with the department chair to determine eligibility of AP or IB work.*

### Transfer Credit

*Students in any major may apply to receive film and media studies credit for courses in critical media studies or production taken abroad or on other campuses. Please consult with your advisor as you plan your study abroad for recommended programs. Two approved credits may be applied to the FMST major or minor.*

### Off-Campus Study

*Students in any major may apply to receive film and media studies credit for courses in critical studies or production taken abroad or on other campuses. Please consult with your adviser as you plan your study abroad for recommended programs. Two approved credits may be applied to the FMST major or minor.*

## Gender and Sexuality Studies

*Courses*

### Coordinator:

**BAKIRATHI MANI (English Literature)<sup>2</sup> Fall 2021**  
**PATRICIA WHITE (Film and Media Studies)<sup>1</sup> Spring 2022**  
**Cheryl Sharp, Administrative Coordinator**  
**Deborah B Sloman, Administrative Assistant**

## Committee

**James Blasina (Music)**  
**Sibelan Forrester (Russian)<sup>3</sup>**  
**Farha Ghannam (Sociology and Anthropology)<sup>3</sup>**  
**Alexandra Gueydan-Turek (French and Francophone Studies)**  
**Gwynn Kessler (Religion)**  
**Tamsin Lorraine (Philosophy)**  
**Luciano Martinez (Spanish)**  
**Madalina Meirosu (German Studies, Gender and Sexuality Studies)**  
**Patricia White (Film and Media Studies)<sup>1</sup>**

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<sup>1</sup> Absent on Leave Fall 2021

<sup>2</sup> Absent on Leave Spring 2022

<sup>3</sup> Absent on Leave 2021-2022 Academic Year

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## Affiliated Faculty:

**Sa'ed Atshan (Peace and Conflict Studies)<sup>3</sup>**  
**Giovanna DiChiro (Environmental Studies)**  
**Joseph Nelson (Education)**

*The Gender and Sexuality Studies Program (GSST) facilitates the interdisciplinary study of social relations of power in a variety of texts, practices, and cultural, historical and national contexts. The program emphasizes the interrelationships among gender and sexuality, race, class, nation, and ability and connects such inquiry to local and global politics. Gender and sexuality studies brings feminist and queer theory in conversation with research in the humanities, social sciences, and natural sciences through courses offered across the three academic divisions of the College.*

*Students may design a special major in gender and sexuality studies in consultation with the program's coordinator and by following the guidelines below. Students in any major, whether as course majors or in the Honors Program, may elect a minor in gender and sexuality studies by fulfilling the requirements below. Students who intend to pursue gender and sexuality studies should consult with the coordinator as they prepare their sophomore applications. All proposals to minor or major in gender and sexuality studies must be approved by the GSST Committee.*

*The Jean Brosius Walton '35 Fund and the Wendy S. Cheek Memorial Fund generously contribute toward activities sponsored by Gender and Sexuality Studies.*

## The Academic Program

### Course Minor

*1. Course minors must take 5 courses and/or seminars, which must be selected from at least two different divisions. Two-credit seminars count as one course toward program requirements.*

*2. GSST minors are required to complete GSST 001: Introduction to Gender and Sexuality Studies, and to take GSST 091: Seminar in Gender*

and Sexuality Studies in their senior year.

3. With the approval of the GSST Coordinator, students may include courses offered by the Gender and Sexuality Studies program at Bryn Mawr and Haverford Colleges, and by the Gender, Sexuality, and Women's Studies program at UPenn in their program.
4. Only one relevant course taken abroad may count toward fulfillment of the minor.
5. Only one course counted for GSST may overlap with the student's major or other minor.
6. With advance approval of the GSST Coordinator, students may elect to write a 1-credit thesis (GSST 092) or pursue an independent study as a substitute for regular coursework. The thesis cannot be used to fulfill the requirements of the student's major or other minor. Students must have adequate disciplinary background in gender and sexuality studies to carry out independent study and/or write a thesis.

## Honors Minor

1. All requirements and options for the GSST minor apply to students wishing to complete the Honors minor.
2. Students must have a B average in GSST coursework at the College in order to be accepted into Honors.
3. Honors minors must consult with the GSST Coordinator in spring of their junior year regarding their Honors preparations and submit an application for Honors with their sophomore plan by the spring of their junior year. The Honors examination preparation usually consists of GSST 091 and a 1-credit Honors attachment. Students may propose an alternative preparation of at least two credits, such as an Honors seminar eligible for GSST, a thesis, or a combination of two GSST courses. In consultation with the instructor of the preparation, honors minors will assemble a senior honors study portfolio, which may include materials such as independent essays, seminar papers, additional reading lists, or research projects.
4. Honors minors may apply one GSST-related study abroad credit toward their minor.
5. Honors minors must complete the written and oral external examinations for their preparation at the end of their senior year.

## Special Major

Students have the option of completing a Gender and Sexuality Studies special major.

1. Special majors must successfully complete the program requirements - GSST 001 and GSST cross-listed courses from at least two different divisions.
2. Majors are required to complete GSST 001: Introduction to Gender and Sexuality Studies and to take GSST 091: Seminar in Gender and Sexuality Studies in their senior year
3. Majors should consult with the Coordinator to identify and include courses in their program that place significant emphasis on the theories and methods specific to Gender and Sexuality Studies as an academic inquiry.
4. The senior culminating exercise in the major is the GSST capstone (GSST 91).
5. With the approval of the GSST Coordinator, students may include courses offered by the Gender and Sexuality Studies program at Bryn Mawr and Haverford Colleges, and by the Gender, Sexuality, and Women's Studies program at U. Penn in their program.
6. Up to two courses taken abroad may count toward fulfillment of the special major. In order to receive credit, the GSST Coordinator must pre-approve the course. If the institution offering the course has a Women's Studies, Gender and Sexuality Studies Program, or similar program, the course in question must be part of that program in order to be approved as a gender and sexuality studies course at Swarthmore.
7. Only one credit may overlap with the student's minor. Two credits may overlap with a second major.
8. With approval of the GSST Coordinator, special majors may elect to write a one-credit thesis (GSST 092), or pursue an independent study as a substitute for regular coursework. The thesis cannot be used to fulfill the requirements of the student's other major or minor. Students must have adequate GSST disciplinary background to carry out independent study or write a thesis.

## Special Honors Major

In exceptional cases, students can pursue a special major in GSST in the Honors Program. Interested students should consult with the GSST Program coordinator.

## Application Process Notes

Students interested in pursuing a special major or minor in GSST are required to complete the applicable GSST application form and submit it to the Programs Office, Trotter 107, in conjunction with their online sophomore application.

## Transfer Credit

To receive academic credit for women's studies or gender and sexuality studies courses taken at other colleges and universities in the U.S., students must have the courses preapproved by the GSST Coordinator. If the institution that offers the course has a Women's or Gender and Sexuality Studies Program, or a similar program, the course in question must be part of that program in order to be approved as a gender and sexuality studies course at Swarthmore.

## Off-Campus Study

The Gender and Sexuality Studies Program grants academic credit for course work relevant to the academic program taken while studying abroad. Minors may apply for no more than one credit of work done abroad to meet their GSST requirements. GSST special majors may apply up to two GSST-related study abroad credits to their program.

In order to receive credit toward their program, the GSST Coordinator must preapprove the course(s).

When the student returns to campus, the GSST Coordinator will evaluate the work (syllabus, exams, papers, and class notes) and assign the appropriate amount of credit.

## Summer Funding Opportunities

GSST students are eligible to apply through the appropriate divisions (Humanities, Social Sciences, Natural Sciences and Engineering) for a summer stipend of \$4,500 in order to allow them to devote a substantial period of time and effort to the pursuit of a creative scholarly project, internship, work or research leading to thesis, honors, or major project preparation, or immersion in the creative arts during the summer months. The work is intended to substantially expand the research engagement or professional exposure of students. Deadline is in early February.

The Lang Center for Civic & Social Responsibility offers funding opportunities for internships, projects, and engaged scholarship. The Richard Sager Internship, administered through the Lang Center, supports one student interested in working with a non-profit organizational host whose mission focuses on LGBTQ issues. Students applying as a result of their academic involvement in the GSST program may also be funded through a Nason grant, which funds students who are proposing to do work which relates to their academic studies. All students will be required to apply through the Lang Center Common Application. Students do not have to select the Sager Internship in the application process, but will be notified on receipt of the grant if they do receive the named award. Summer funding deadline in early February. Students should contact Hana Lehmann (hlehman1), to schedule a required advising appointment.

## Gender and Sexuality Studies Courses

The program offers the following courses and seminars:

### **GSST 001. Perspectives on Gender and Sexuality**

This interdisciplinary core course provides an introduction to key concepts, questions, and analytical tools developed by scholars of gender and sexuality studies. Through this course, you will become familiar with key contemporary debates in the field, as well as the historical formation of these debates. Substantial attention will be paid to the development and application of queer theory within the history of the field, including discussion of social construction of gender identities and expressions, as well as LGBTQ identities, texts, theories, and issues. Course materials will include "classic" and contemporary gender and sexuality studies scholarship from a variety of disciplines. We will explore gender and sexuality in relation to topics such as media representation, embodiment, economics, health and reproduction, technology, activism, social movements, and violence.

Required course for GSST minors and special majors.

Non-distribution.

W.

1 credit.

Eligible for GSST

Fall 2021. Meirosu.

Fall 2022. Staff.

Fall 2023. Staff.

Catalog chapter: *Gender and Sexuality Studies*

Department website: <http://www.swarthmore.edu/gender-sexuality-studies>

### **GSST 035. Against the Norm: (Im)Perfect Bodies and (Dis)Ability Studies**

*This course draws attention to shifting constructions of body normativity and disability from an interdisciplinary perspective and is informed by fields such as philosophy, ethnology, psychology, anthropology, political science, and literature. Students will explore ways in which the field of disability studies both draws from, as well as informs and expands, the fields of gender and sexuality studies and queer studies. The theoretical framework of the course focuses on the mechanisms that allow definitions, social constructions, and stigmas associated with disability to contribute to a larger system of power that oppresses individuals who fall short of the norm. We will orient ourselves by asking the following questions: How is disability socially constructed? How does disability intersect with other identities? How do various definitions of disability shape and affect advocacy agendas? What are some institutional and social challenges faced by those with non-conforming bodies? Texts include disability studies theory, critical and theoretical essays, articles by disability rights scholars and activists, first-person accounts, films, art, and newspaper articles.*

*Non-distribution.*

*1 credit.*

*Eligible for GSST*

Catalog chapter: *Gender and Sexuality Studies*

Department website: *Gender and Sexuality Studies*

### **GSST 056. Outbreak Narratives: A Medical Humanities Exploration of Literature on Germs, Vampires, and Other Plagues**

*Crosslisted GMST 056/LITR 056G*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze literature depicting both contagious outbreaks and life in isolation. This literary examination will also allow students to explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self. We will find that outbreak narratives enable us both to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability.*

*Using literature in English translation to explore contemporary reactions to cholera, tuberculosis, HIV, as well as to vampires, we will consider how race, gender, class, and historical époques shape illness stories. Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, Heinrich Heine, Fanny Lewald, Namwali Serpell, Gabriel Garcia Marquez, Bertha von Suttner.*

*1*

*Eligible for GBLB-Paired*

### **GSST 091. Seminar in Gender and Sexuality Studies: Explorations in Theory and Method**

*This course is a history of four ideas - biopower, jouissance, post-transsexual, and intersectionality. We will explore these ideas from multiple perspectives: the conditions (both historical and intellectual) under which they were articulated, the self-questioning which they inspired, the forms of critique which they enabled, and the urgency which surrounds them still. Throughout the course, we will question the distinction between theory and practice, scholarly work and real-life problems. How much work can one idea do? And what appears when we compare the life-work of these four ideas through and beyond the pages of scholarly journals?*

*Required for GSST Special Major.*

*Prerequisite: GSST 001. Juniors with permission of instructor.*

*Non-distribution.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Meirosu.*

*Spring 2023. Staff.*

Spring 2024. Staff.  
Catalog chapter: *Gender and Sexuality Studies*  
Department website: <http://www.swarthmore.edu/gender-sexuality-studies>

### **GSST 092. Thesis**

1 credit.  
Spring 2023. White.  
Catalog chapter: *Gender and Sexuality Studies*  
Department website: <http://www.swarthmore.edu/gender-sexuality-studies>

### **GSST 093. Directed Reading**

1 credit.  
  
Catalog chapter: *Gender and Sexuality Studies*  
Department website: <http://www.swarthmore.edu/gender-sexuality-studies>

### **GSST 180. Senior Honors Thesis**

*For students completing a special major in honors, one credit must be taken each semester of the senior year.*  
1 credit.  
Catalog chapter: *Gender and Sexuality Studies*  
Department website: <http://www.swarthmore.edu/gender-sexuality-studies>

## **Courses Eligible for Gender and Sexuality Studies Credit**

*For up-to-date course offerings, please visit <http://www.swarthmore.edu/gender-sexuality-studies/courses>. The following courses have been approved for credit toward the Gender and Sexuality Studies Program:*

### **Art History**

### **Anthropology**

#### **ANTH 002D. First-Year Seminar: Culture and Gender**

*The goal of this seminar is to dismantle commonplace assumptions about gender, sexuality, and sexual difference. It brings key texts in gender theory (Foucault, Butler, and others) into conversation with anthropological studies that respond to, problematize, or advance these theoretical claims. Our focus is the gendered body as the site of power and resistance, in contexts that range from past empires to present-day inequalities, and from technologies of reproduction to drag performances of femininity.*

*Social sciences.*

1 credit.

Eligible for GSST

Fall 2021. Nadkarni

Spring 2023. Nadkarni.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

#### **ANTH 002F. Anthropology of Childhood and the Family**

*The experience of being a child would appear universal, and yet the construction of childhood varies greatly across cultures and throughout history. This course examines childhood and child-rearing in a number of ethnographic contexts, investigating children as both social actors and as the target of specific cultural ambitions and anxieties. Topics include new forms of family and reproduction, children as objects (and agents) of violence, and representations of childhood in human rights discourse, among others.*

Social sciences.  
1 credit.  
Eligible for GSST  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 020J. Dance and Diaspora**

(Cross-listed as DANC 025A)  
Social sciences.  
Writing course.  
1 credit.  
Eligible for ASIA, BLST, GSST, GLBL-Core  
Fall 2021. Chakravorty.  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 049B. Comparative Perspectives on the Body**

*Explore how different societies regulate, discipline, and shape the human body. In the first part, we examine social theories and explore the strengths and limitations of different approaches to the study of the body. In the second part, we look at several ethnographic cases and compare diverse cultural practices that range from seemingly traditional practices (such as circumcision and foot binding) to what is currently fashionable (including weight lifting, dieting, aesthetic surgery, piercing, and tattooing). When comparing body modifications through time and space, we seek to understand their socio-economic contexts and relate them to broader cultural meanings and social inequalities. We also investigate how embodiment shapes personal and collective identities (especially gender identities) and vice versa.*

Social sciences.  
1 credit.  
Eligible for GSST, INTP, ESCH, GLBL-Core  
Spring 2023. Ghannam.  
Spring 2024. Ghannam.  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 072C. Memory, History, Nation**

*How do national communities remember-and forget? What roles do commemoration and amnesia play in constructing, maintaining, or challenging national and collective identities? This course considers memory and its pathologies as a central problematic for the nation-state. It reads theory and ethnography against each other to explore the politics and aesthetics of national memory across numerous sites and contexts, attentive to both the collectivities such commemorations inspire and their points of resistance or failure.*

Social sciences.  
1 credit.  
Eligible for GSST, GLBL-Paired  
Fall 2022. Nadkarni.  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **Biology**

## **Chinese**

### **CHIN 036. Women's Literature in Premodern China**

(Cross-listed as LITR 036CH)  
*Contrary to our stereotypes about the silent, invisible woman of premodern China, women actually wrote and published their work in unprecedented numbers from the late 16th century to the early 20th century. This course will explore the literary and historical significance of this output, which mainly took the form of poetry and prefaces to poetry collections, letters, some drama, and novels in verse, and which was produced primarily by gentry women (e.g. women from elite families), courtesans, and nuns. A central theme will be the place and problem of*

women's poetry in a male-dominated literary tradition and society. Topics to be addressed include the social function of poetry and women's literary networks, women's relationship to the publishing market as writers, editors, and readers, the forces driving male interest in women's writing at certain historical moments, and the changing ideas about what kinds of styles of past poets should be offered to boudoir poets as a repertoire of available choices to read and imitate.

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

## Dance

### **DANC 025A. Dance and Diaspora**

*(Cross-listed as ANTH 020J)*

*How do we locate competing claims of globalization, place-ness, and hybridization of cultural identity in a single frame? Dance offers an unconventional but powerful frame for studying such competing claims of identity formation. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa, and Latin America, we will examine the trajectories of the global and the local in constructing identity and difference. Students will engage with theories on nationalism, transnationalism, and globalization, as well as embodiment and experience. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power, all of which inform and continue to reshape these cultures and their dance forms.*

*The primary goal for this course is to develop an understanding of cross-cultural identity and difference through the study of dance in contemporary society. The readings will introduce students to the constructed nature of cultural traditions and the contested nature of cultural identities. The writing goals are to teach students how to read critically and write within the disciplines of Anthropology, Dance/Culture Studies, Black Studies, and Global Studies. This course is eligible for credit towards a major or minor in Black Studies.*

*This is a reading and writing intensive course.*

Humanities.

Writing course.

1 credit.

Eligible for ASIA, BLST, GSST, GLBL-Core

Fall 2021. Chakravorty.

Catalog chapter: *Music and Dance: Dance*

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 038. Performing Ecstasy Dancing the Sacred**

*(Cross-listed as RELG 042)*

*By locating the sacred in the experiences of ecstatic dance and music, the course will specifically examine the evolution of Bhakti (Hindu) and Sufi religious practices from ritual to performance art. By exploring the sacred in relation to social processes of culture and their transformations, it will connect the sacred not only to history, tradition, ritual, spirituality and subjectivity but also to national identity, commodity and tourism in contemporary culture.*

*This is a reading and writing intensive course.*

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: *Music and Dance: Dance*

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 079. Dancing Desire in Bollywood Films**

*(Cross-listed as ANTH 079B)*

*This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance,*



*and film and media studies.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, FMST, GSST*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 079A. Screening Bollywood Film**

*Recent shifts in the representation of the "erotic" in Bollywood dances have transformed the past representations of gender and sexuality in Bollywood cinema. The course will explore the shifts in sexuality and gender constructions from national to transnational symbols through the songs and dances (item numbers) in Bollywood cinema and its most visible media platform, T.V Reality Shows. We will explore this through viewing and analyzing select screen performances in three parts: First, we will examine the place of the erotic in reconstructing gender and sexuality from past notions of romantic love (associated with ghazal songs or classical and folk dances) to desires for commodity. Second, we will explore the aesthetic shifts from the traditional song and dance repertoire to trendy MTV-inspired moves. We will examine how transnational images of commodity production intersect with sexuality, desire, spirituality, and modernity in these screen dances. This course will explore the song and dance sequences through video-viewing and studio work (with a Bollywood choreographer) as well as reading a few key texts. The list of videos will be included in the final syllabus.*

*This is a half semester course beginning the second half of the semester.*

*0.5 Credit.*

*Eligible for ASIA, GSST*

*Spring 2022. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

## **Economics**

### **ECON 073. Race, Ethnicity, and Gender in Economics**

*Does difference make a difference in economics? In this course, we use the theoretical and empirical tools of economics to recognize and analyze the diverse economic experiences of individuals and groups and to explore sources of and solutions to persistent inequalities. We also examine the roles of difference and diversity in the development of economic theory and policy.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GSST*

*Fall 2022. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### **ECON 074. Economics of the Family**

The family plays a key role in economic systems, as a consumer of goods and services and as a supplier of inputs, particularly labor. Microeconomics can help us understand a range of topics about the family and household including decisions about fertility, child rearing, household management, marriage and divorce, immigration, and labor supply. Our focus will be on the contemporary American family, but we will also consider international and historical perspectives and the influence of public policy.

*Prerequisite: ECON 001*

*Social Science.*

*1 credit.*

*Eligible for GLBL-Paired, GSST*

Fall 2021. Magenheim.  
Fall 2023. Staff.  
Catalog chapter: Economics  
Department website: <https://www.swarthmore.edu/economics>

## Education

### **EDUC 045. Literacies and Social Identities**

*This course explores the intersections of literacy practices and identities of gender, race, class, religion, ethnicity, and sexual orientation within communities of practice. It includes but is not limited to school settings. Students will work with diverse theory and analytical tools that draw on educational, anthropological, historical, sociological, linguistic, fictional, visual, popular readings and "scenes of literacy" from everyday practice. Fieldwork may be required and includes a Learning for Life partnership, tutoring, or community service in a literacy program.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST, LALS.*

*Fall 2022. Anderson.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 061. Gender and Education**

*This course examines how gender relations shape everyday life in schools. The course begins with the history and theory of gender and education in the United States, and then explores popular discourse and key debates in the field, with a focus on the core themes of access and equity in urban schools; the intersections of race, class, and sexuality; and the implications of gender issues for school policy and classroom practice. The goal is a reconsideration of what constitutes effective schooling for all students*

*Prerequisite: EDUC 014 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for GSST.*

*Fall 2021. Nelson.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 133. Race, Boyhood, and Education**

*(Cross-listed as BLST 133)*

*This seminar examines the lives of Black boys in U.S. schools and classrooms. Black boyhood and Black masculinity are utilized as frameworks to interpret how aspects of school life influence their learning and identities, such as teacher expectations, school discipline policy, and special education referral processes. Rooted in boys' agency and resistance, its goal is to inform a (re)imagining of educational spaces in ways that cultivate the promise of Black boys, and other boys (and girls) of color.*

*Social sciences.*

*2 credits.*

*Eligible for BLST, GSST.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## English Literature

### **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 early modern England, examining several sexual categories (the homoerotic, chastity and friendship, marriage, adultery, and incest) in a range of literary and secondary texts.*

Med/Ren  
Humanities.  
1 credit.  
Eligible for GSST  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 033. The Romantic Sublime**

*"The essential claim of 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.*

18th/19th c.  
Humanities.  
1 credit.  
Eligible for GSST  
Spring 2023. Bolton.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 035. The Rise of the Novel**

*Why do we read novels? How has the history of novel-reading shaped the way we think about ourselves, about other people, and about the world? In answering these questions, we will study the long history of the novel in English considered as an aesthetic and material form, as a record of social life, and as a way of imagining other possible worlds. We will begin in the eighteenth century, travelling through the novel's Victorian and Modernist incarnations and its post-colonial and post-modernist reconfigurations to end in the present. Includes close attention to major canonical novels and authors, a survey of the main critical and theoretical approaches to the novel, strategies for close reading and interpretation, introductory text-mining techniques, and investigation of how novels were printed and circulated. Recommended for anyone interested in reading, writing, or reviewing novels.*

*For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.*  
GATEWAY English Literature.

Humanities.  
Writing course.  
1 credit.  
Eligible for GSST, INTP  
Fall 2021. Burma.  
Fall 2022. Burma.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 036. Jane Austen**

*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 major novels along with the 18th-century fiction, politics, and philosophy to which she was responding; we'll also consider recent critical views on Austen and the ways films of the 1990s through the present engaged Austen's style and social critique. At the same time, students will engage the genre of the academic essay by writing and revising several kinds of literary essays: close readings; analysis of a novel's use of source material or a film's use of addressing one or more of the novels in a broader historical or stylistic context.*

18th/19th c.  
GATEWAY English Literature.  
Humanities.  
1 credit.  
Eligible for GSST  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 047C. Asian American Gender/Sexuality/Species**

*Asian Americans are typically represented as either the model minority, the immigrant whose successful assimilation serves to discipline other minorities, or the yellow peril, the eternal foreigner threatening to invade from within. How are these figures not only racial but also gendered and sexual, consistent with constructions of the hardworking but racially "castrated" Asian man and the desirable because "domestic" Asian woman? To what extent are these tropes premised on animality, rooted in the fear that the other may not be human, and that this other will encroach upon the self, reveal the human as other? Through an examination of the representation and performance of gender and sexuality in Asian American literature and culture, this course considers the intertwined constitution and contradictions of race, gender, and sexuality while keeping an eye on the animal that serves as their limits. We will focus on U.S. representations of Asian masculinity and femininity, the association of Asians in the (post)colony with appetite, and Asian reclamations of the child and the queer along with the animal. Readings may include M. Butterfly, Bruce Lee and Wang TV clips, Charlie Chan is Dead 2, The Chinaman Pacific and Frisco R. R. Co, The Joy Luck Club, "Happiness: A Manifesto," The Book of Salt, Dogeaters, The Assassination of Gianni Versace, Nausicaa of the Valley of the Wind, The Hypersexuality of Race, Eating Asian America, and Dangerous Crossings.*

20th/21st c.

Humanities.

1 credit.

Eligible for GSST.

Spring 2022. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 066. In/Visible: Asian American Cultural Critique**

*Popular representations of Asian Americans frame this immigrant group as either invisible (unseen and unheard) or hypervisible (as "yellow peril" or "terrorist"). By contrast, the writers, scholars, and artists that we will examine in this class challenge such linear narratives, and create new futures of Asian America. This class will highlight critical theories of race and ethnicity in relation to a wide range of textual forms: literature, performance, visual culture. Students will also collaborate, when possible, with Asian American arts organizations in the Philadelphia area.*

*Prerequisite: ENGL 065, 19th/20th Century English course*

*INTP, GSST, FMST classes will also be considered.*

*Eligible for ASIA, GSST, ESCH*

### **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?*

20th/21st c.

Humanities.

1 credit.

Eligible for GSST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 077. South Asians in America**

*This class surveys a century of migration from the Indian subcontinent to the United States. Two questions will guide our readings and discussion: First, what does it mean to identify as South Asian? Second, how do new ethnic identities expand our understanding of what it means to be American? In this interdisciplinary class, we'll read Pulitzer Prize winning authors Jhumpa Lahiri and Ayad Akhtar; discuss what it means to identify as "brown" or "Muslim" after 9/11; and explore the lives of South Asian teenagers in Silicon Valley; political activists in New York City; and workers and artists nationwide. Throughout our readings, we will explore how ethnicity is shaped by differences of gender, religion, sexuality and class.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GSST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 079. What is Cultural Studies?**

*What in the world is cultural studies? Focusing on film, art, fashion and music, we'll explore how to read and write about culture and power. Literary close reading will go hand in hand with ethnography, historiography, cinema studies, and aesthetic theory. Highlighting how race, class, sexuality and gender intersect in the production and consumption of cultural texts, the class emphasizes how what we read is part of the world in which we live.*

*20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GSST*

*Fall 2021. Mani.*

*Spring 2023. Mani.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 082. Transnational Feminist Theory**

*This class introduces perspectives from domestic United States and global contexts in order to ask: How do the contributions of women of color in the United States and of feminist movements in the "Third World" radically reshape the form and content of feminist and queer politics? Through critical inquiry into major texts in transnational feminist and queer studies, the course dynamically reconceptualizes the relationship between women and nation; between gender, sexuality and globalization; and between feminist/queer theory and practice.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 089. Race, Gender, Class and Environment**

*(Cross-listed as SOAN 020M, ENVS 043)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offer students opportunities for community-based learning working in partnership with local organizations.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ENVS, ESCH, GSST, GLBL-core*

*Spring 2022. DiChiro.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 089E. Ecofeminism(s)**

*(Cross-listed as ENVS 042)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.*

*GATEWAY English Literature.*

*First year students need instructor's approval.*

*Humanities.*

*1 credit.*

Eligible for ENVS, INTP, GSST, ESCH, GLBL  
Fall 2023. DiChiro.  
Catalog chapter: Environmental Studies  
Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENGL 090. Queer Media**

(Cross-listed as FMST 046)  
The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence, and even the most mainstream media forms have been queered by subcultural reception. Challenging Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film through the lens of queer theory.

20th/21st c.

Humanities.

1 credit.

Eligible for GSST, INTP, DGHU

Fall 2023. White.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

## **Environmental Studies**

### **ENVS 042. Ecofeminism(s)**

(Cross-listed as ENGL 089E)

An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.

First year students need instructor's approval.

1 credit.

Eligible for CBL, ENVS, ESCH, GLBL - Core, GSST, INTP

Fall 2023. Di Chiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **Film and Media Studies**

### **FMST 009. First-Year Seminar: Women and Popular Culture**

This course looks at a range of genres associated with female audiences in the US since the late 19th century across print, film, television, and new media. These include sentimental novels, gothic romances, magazines, "women's pictures," soaps, chick flicks, fanfic and Tumblr. What is the relation between mass culture aimed at women, cultural production by women, and feminist politics and critique? How do race, class, gender identity, and sexuality intersect with gendered genre conventions, discourses of authorship and critical evaluation, and the paradoxes of popular cultural pleasures?

Humanities.

Writing course.

1 credit.

Eligible for FMST, DGHU, GSST

Spring 2024. White.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 037. Gender and Genre on Television**

*This course will explore genre in American television from the 1950s to today through the lens of gender and sexuality. Students will learn about genre theory and media specific historical, aesthetic, economic conventions of television genres. We will discuss how macro and micro genres intersect with gender in target and niche audience composition and viewing habits and practices. How ideas and social rituals of leisure and labor figure into generic representations of gender and sexuality and vice versa. How race, class and gender form intersectionalities explored, exploited and expanded differently by televisual flow than in our current convergence era of streamed content. Each week students are responsible for screening at least two assigned episodes and blogging on one episode of a classic TV show they commit to for the semester. One analytical paper. Every student has to give one presentation analyzing selected clips in the context of critical scholarly articles. Midterm and Final exams.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST*

*Fall 2021. Simon.*

*Catalog chapter: Film and Media Studies*

*Department website: <https://www.swarthmore.edu/film-media-studies>*

### **FMST 041. Fan Culture**

*Explores the history, philosophy, and impact of fandom in film, television, and new media. Drawing on methodologies including reception and audience studies, feminism, performance, cultural studies, ethnography, and convergence theory, we will consider topics such as the evolution of celebrity and "cult" status; the creation and sharing of fan fiction and vids; gendered, queer, and cis identities in fan culture; relationships between fandom and industry; and fans' use of digital social media. Screenings include serial and episodic TV, camp and "trash" cinema, narrative and documentary films, and fan-generated content.*

*Eligible for GSST credit if all papers and projects are focused on GSST topics.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST*

*Fall 2023. Rehak.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 045. Feminist Film and Media Studies**

*(Cross-listed as GSST 020)*

*This course explores theories and methods at the intersection of film and media and gender and sexuality studies, including representation and self-representation, historiography and canon formation, intersectionality and transnational politics, gender performativity and sexual dissidence, cultural production and critique. Required weekly screenings feature films and programs from a range of historical periods, national production contexts, and styles: mainstream and independent, narrative, documentary, video art, and experimental. Readings in feminist film theory will address questions of authorship and aesthetics, spectatorship and reception, image and gaze, and current media politics.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST, INTP*

*Fall 2022. White.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **FMST 046. Queer Media**

*(Cross-listed as ENGL 090)*

*The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence. Queer theory has developed in relation to queer film texts and cultures. How do lesbian/gay/bisexual/transgender (lgbt) filmmakers queer sexual norms and standard media forms? Challenging classic Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST, INTP, DGHU*

*Fall 2023. White.*

*Spring 2024. White.*

*Catalog chapter: Gender and Sexuality Studies, Film and Media Studies*

Department website: <http://www.swarthmore.edu/film-media-studies>

## French

### **FREN 041. Guerre et paix dans la littérature française**

*Through a study of the representations of war and peace in French literature from the 19th and 20th centuries, this course examines the evolving attitudes that intellectuals have held towards pacifist ideologies and violent conflicts, as well as the ethical and aesthetic influences that mass violence has had on their writings. The class will approach this topic from a variety of critical perspectives, including (1) studies of the emotional consequences of trauma, mourning, and shame, (2) a study of the interconnection of societal constructions of gender with representations of conflict and peace, and (3) a discussion of the rise of intellectuals in the face of injustice. Works covered will include testimonies, memoirs, fictional literature and popular culture, bringing together authors such as Balzac, Zola, Camus, Sartre, Duras, and Tardi. Taught in French. Prerequisite: FREN 015 or instructor permission.*

Humanities.

1 credit.

Eligible for PEAC, GSST

Fall 2022. Gueydan-Turek.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies/academic-program>

### **FREN 056. Ces femmes qui écrivent/Reading French Women**

Humanities.

Eligible for GSST

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 057. Bande dessinée, nouvelle Manga et romans graphiques**

*The bande dessinée, the Francophone analog to comics, has evolved alongside contemporary youth culture to become a locus for expressions of sociocultural and aesthetic changes, as well as antiestablishment discourses. In the context of issues such as social class, cultural diversity, and femininity/masculinity, this course will connect canonical comics (such as Asterix and Tintin) with more current cutting-edge forms including la nouvelle Manga and graphic novels from Rwanda, Algeria, Lebanon and Iran.*

Humanities.

1 credit.

Eligible for FMST, GSST

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 111. Désir (post)colonial**

*This course addresses how the colonial encounter has shaped modern perceptions of race, ethnicity, gender, and sexuality through the production, circulation and consumption of deformed images of its colonial subjects. From noble savages and whimpering slaves to hideous monsters and seductive harem girls, we will examine the dynamics of representation embedded in colonial narrations and visual constructions of the "Other," focusing on conceptualizations of power as they relate to race, sexual politics and the gendering of the colonial subject. Primary texts include literature of the slave trade, orientalist fictions and photographs, colonial films, museum exhibitions and world's fairs, and contemporary works of fiction that deal with the legacy and sometimes continue the colonial desire.*

*Has a Francophone component. May be taken for 1 credit with permission from the instructor.*

Humanities.

2 credits.

Eligible for BLST, ISLM, GSST, GLBL - Paired

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 109. Honors Seminar: Queering North African Subjectivities**



*This seminar will explore the ways in which literary, visual and cultural representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas in France. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations in French that straddle competing cultural traditions, memories, and material conditions can queer citizenship.*

*Advanced content course or instructor's approval.*

*Humanities.*

*2 credits.*

*Eligible for ISLM, GSST*

*Fall 2021. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## German Studies

### **GMST 056. Outbreak Narratives: A Medical Humanities Exploration of Literature on Germs, Vampires, and Other Plagues**

*(Cross-listed as LITR 056G)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.*

*Humanities.*

*1 credit.*

*Eligible for GBLB-paired, GSST*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

## History

### **HIST 001J. First-Year Seminar: London Beyond Control: From the Plague Year to the Public Sphere**

*The Great Plague of London (1665), Daniel Defoe's Journal of the Plague Year (1722), and the avalanche of imitations inspired by the latter in 2020 will all serve as points of entry into plague as a cultural crisis of modernity that has spawned (and continues to spawn) a vast corpus of new imaginaries of the relationship between self and society, risk and immunity, fact and fiction, private and public, law and justice, freedom and sovereignty.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 021. London Beyond Control: Great Plagues and Cultural Crises, 1665-2020**

*The Great Plague of London (1665), Daniel Defoe's Journal of the Plague Year (1722), and the avalanche of imitations inspired by the latter in 2020 will all serve as points of entry into plague as a cultural crisis of modernity that has spawned (and continues to spawn) a vast corpus of new imaginaries of the relationship between self and society, risk and immunity, fact and fiction, private and public, law and justice, freedom and sovereignty.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 052. History of Manhood in America**

*Meanings of manhood and various constructions of masculine identity in America since the 18th century.*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 080. History of the Body**

*Bodies make history and bodies are subject to history's movements. The history of the body, a relatively recent field of inquiry, encompasses the histories of science, gender, sexuality, race, and empire. This course will explore different chapters of that history, with a focus on Europe and the Atlantic World.*

*Prerequisite: This course is not open to first year students.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 084. Gender, Science, and Technology**

*This course is an introduction to feminist approaches to science and technology within the fields of History of Science and Science and Technology Studies (STS). We will engage with feminist critiques of scientific knowledge and technologies while exploring past and present intersections between science, race, sex, and colonial/postcolonial politics.*

*Corequisite: Preference given to students who have taken courses with ANTH, GSST, HIST, SOAN, and/or SOCI.*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Fall 2022. Chen.*

*Fall 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **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.*

*Social sciences.*

*2 credits.*

*Eligible for GSST*

*Spring 2022. B. Dorsey.*

*Spring 2023. B. Dorsey.*

*Fall 2023. B. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 145. Women and Gender in Chinese History**

*This seminar explores the theoretical frameworks and multiple methodologies that have been applied to the study and interpretation of women and gender in late imperial and modern China (1700-1980s). Our primary aim is to understand the relationship between the construction of gender (in particular, the formation of "woman" and "man" as fixed and normative subjects) and the writing of Chinese history.*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, GSST*

*Spring 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Latin American and Latino Studies**

### **Linguistics**

#### **LING 002A. First-Year Seminar: Gender and Language**

*In this course we will examine the way that language makes gender, and gender makes language. This includes examinations of gender marking in the grammar of languages (such as grammatical gender, gendered nouns and pronouns, etc.); the way that linguistic performance can be influenced by gendered embodiment and create gendered performance; and how gender influences linguistic interactions and their interpretations.*

*Writing*

*1 credit.*

*Eligible for GSST.*

*Fall 2021. Conrod.*

*Catalog chapter: Linguistics*

*Department website: <https://www.swarthmore.edu/linguistics>*

### **Literatures**

#### **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).*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

#### **LITR 017R. First-Year Seminar: Love and Sex in Russian Literature**

*(Cross-listed as RUSS 017)*

*Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern of love and sex. We will read significant and provocative works from traditional folk tales through the 21st century to discuss their construction of these most "natural" impulses-and how they imagine the relationship of human attraction to art, politics and philosophy.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*  
Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 033R. Propagandize This: LGBTQ Russia, Past and Present**

*(Cross-listed as RUSS 033)*

*In 2013, the Russian government passed a law forbidding the "promotion of nontraditional sexual relations to minors" - that is, restricting and potentially criminalizing any open discussion of LGBTQ identities or direct acknowledgment of the existence of queer people in Russia.*

*Homophobic Russian rhetoric emphasizes the supposedly recent and foreign nature of LGBTQ identity and ideas - an idea at odds with the diverse sexuality and gender legacies of Russia and the USSR explored in this course. We will consider the authors represented in this course, which covers the 19th century through the present, as participants in legacies, but also as individual creators, and sometimes theorists, of queer strategies of survival, as well as LGBTQ thought and art.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Nikulin.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

### **LITR 056G. Outbreak Narratives**

*(Cross-listed as GMST 056)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Paired, GSST*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

### **LITR 059FG. Re-Envisioning Diasporas**

*(Cross-listed as FMST 059)*

*This course is co-taught in an interdisciplinary collaboration with international, digitally facilitated segments. It addresses the historical, cultural, representational, and theoretical specificities of diasporas through examining how visual and literary productions deal with questions of race and ethnicity, gender and sexuality, nationality and globalization from a perpetual state of "elsewhere." How does this experience mark the conceptualization, aesthetics, and politics of the artistic process and textuality? What role do language, body memories, and visualization/projection play in the works we will discuss? How do virtual and real-life diasporic communities interact with their imagination and reception?*

*Students are encouraged to do work in their first and secondary languages. Commitment to cross-cultural dialogue and collaboration a must. Film Studies background helpful but not required. Seminar-style class taught in English.*

*Humanities.*

*1 credit.*

*Eligible for BLST, FMST, FREN, GSST*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*  
Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 074S. Queer Issues in Latin American Literature & Cinema**

*(Cross-listed as SPAN 074)*

*This course will map new forms of representation and interpretation at play in a set of queer issues emerging on recent Latin American literature and cinema. Emphasis will be on gay, lesbian, bisexual, and transgender subjectivities. The aim is not merely assembling a corpus of readings around the notion of minority sexualities but to analyze how sexuality is culturally constructed in specific spatial and temporal geographies. We will also investigate the ways in which literary genres are disturbed and redeployed by queer interventions, and how cinema becomes a privileged medium for empowerment and visibility. Taught in English.*

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

Humanities.

1 credit.

Eligible for GSST, LALS

Catalog chapter: *Spanish*

Department website: <http://www.swarthmore.edu/spanish>

### **Music**

#### **MUSI 005B. Popular Music and Masculinities from Rock 'n' Roll to Boy Bands**

*This course examines the ways in which varying masculinities have been articulated, performed, and marketed in American popular music from the 1950s to the present day. Musical case studies include Rock 'n' roll, boy bands, and contemporary Hip Hop. It examines how popular music has facilitated a challenge to gender and sexual norms, or alternatively, how it has served to model or reinforce norms. Particular focus will be given to the intersections of gender, sexuality, race, ethnicity, class, and ability. This course includes musical analysis, music video analysis, scholarly articles in musicology, and theoretical readings in gender studies. It is therefore both a history of popular music and a history of gender and sexuality.*

Humanities

1 credit.

Eligible for GSST

Spring 2024. Blasina.

Catalog chapter: *Music and Dance: Music*

Department website: <http://www.swarthmore.edu/music>

#### **MUSI 027. Divas**

*This course examines the musical performances and personae of 20th and 21st century musical "divas" through the lenses of race, class, gender, sexuality, and fandom. Special attention is on how popular divas have disrupted dominant discourses of gender, sex, race, religion, and embodiment, as well as articulated resistance to hegemonic cultural requirements. Discussions will address questions such as: Who is a diva, and what constitutes diva-ness? How have divas defined, expanded, and transgressed boundaries of acceptable female musicianship? How can subversion and resistance be read in mass-produced cultural forms? What has the effect of technology and mediation been on diva performance and reception? What is the role of camp and outrageousness in diva performance and imitation?*

Prerequisite: MUSI 011 or permission of instructor.

Humanities.

1 credit.

Spring 2023. Blasina.

Department website: *Music and Dance: Music*

### **Peace and Conflict Studies**

#### **PEAC 043. Gender, Sexuality, and Social Change**

*ANTH 044*

*How has gender emerged as an analytical category? How has sexuality emerged as an analytical category? What role did discourses surrounding gender and sexuality play in the context of Western colonialism in the Global South historically as well as in the context of Western*

*imperialism in the Global South today? How are gender and sexuality-based liberation understood differently around the world? What global social movements have surfaced to codify rights for women and LGBTQ populations? How has the global human rights apparatus shaped the experiences of women and queer communities? What is the relationship between gender and masculinity? What are the promises and limits of homonationalism and pinkwashing as theoretical frameworks in our understanding of LGBT rights discourses? When considering the relationship between faith and homosexuality, how are religious actors queering theology? How do we define social change with such attention to gender and sexuality?*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GSST, INTP, GLBL- Core, ESCH*

*Fall 2022. Atshan.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## Philosophy

## Physics

## Political Science

### **POLS 032. Social Philosophy (TH)**

*What is a society and how does it differ from a community? Under what circumstances, if any, can we legitimately speak of a "we" as opposed to a collection of individuals? Can a society or a corporation have beliefs and desires? What are social structures and how do they relate to individual action? Are all social phenomena "constructed" and if so in what sense? What is social science and how might it differ from natural science? This course will raise these foundational questions in social philosophy before turning to the question of how different pictures of society and social phenomena shape our normative stances. Do liberalism, socialism and conservatism all follow from particular pictures of society, for instance? What about movements focusing on race and gender? Should we adopt a conception of social phenomena in light of our political commitments or the other way around? By raising and addressing such questions, this course aims to help students in the social sciences achieve greater self-consciousness about the objects and aims of their various disciplines, while also becoming more sophisticated in their normative reflections.*

*Social sciences.*

*1 credit.*

*Fall 2023. Thakkar.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 079. Islam, Race, and Empire (CP)**

*Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Core, GMST, ISLM, INTP, GSST*

*Spring 2023. Balkan.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 080. Civil Wars (IR)**

*Civil war is the dominant form of political violence in the contemporary world. Since the Second World War, most conflict has been focused within rather than between states (i.e., civil war). Drawing on a thriving and diverse area of scholarship in political science, this course explores the causes, dynamics and consequences of civil wars, as well as regional and international interventions and post-conflict legacies. Among the central questions we will examine are: What are the individual, group and state level factors that may cause civil wars to break out? What are the gendered dimensions of civil war and civilian agency? Why are some civil wars longer and more severe than others? How are civilians, households and communities impacted by civil war and how do they cope? How do civil wars end and what can local, regional and international actors do to facilitate their termination? To explore these and other questions, students will be introduced to key concepts, theories and a variety of research approaches, including qualitative, quantitative, and interpretive methods as well as micro- and macro-level analysis. Contemporary and historical cases we will examine include: Syria, South Sudan, Nigeria, Rwanda and Yugoslavia.*

*Political sciences.*

*1 credit.*

*Eligible for GBLB- core; GSST, PEAC*

*Spring 2022. Paddon Rhoads.*

*Fall 2022. Paddon Rhoads*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Psychology**

### **PSYC 048. Gender and Psychopathology**

*(Cross-Listed as GSST 048 )*

*Why are certain clinical syndromes, such as depression, overrepresented among women, while others, such as aggression, are more common among men? This course explores gender differences in emotion socialization, coping styles, and mental illness, including depression, eating disorders, posttraumatic stress, aggressive disorders, and substance abuse. It also critiques definitions of sex and gender and methodological approaches to the study of group differences.*

*Prerequisite: PSYC 001 and PSYC 038*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **Religion**

### **RELG 003. The Bible**

*The Bible has exerted more cultural influence on the West than any other single document; whether we know it or not, it impacts our lives. This class critically examines the Hebrew Bible (Old Testament)-from its Ancient Near Eastern context to its continued use today. We explore a variety of scholarly approaches to the Bible- historical, literary, postmodern-as we read the Bible both with the tools of source-criticism and as cultural critics. Particular focus will be placed on constructions of God, gender, nature, and the "other" in biblical writings as well as the themes of collective identity, violence, and power.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 006. Abrahamic Religion/s: Violence and Monotheism**

*This course introduces students to the academic study of Judaism, Christianity, and Islam through the figure of Abraham. How have these religions understood Abraham in competing and overlapping ways? In what ways have their respective portrayals of Abraham fostered both unity and discord, peaceful coexistence and religious wars, that persist throughout history and up to current geo-political, religious landscapes (e.g. Hebron/Hebron/al-Khalil)? Broader themes this course addresses through the figure of Abraham are the roles of violence in religion, and gendered and racialized violence and monotheism. Finally, we critically examine the use of the discourse of "Abrahamic Faith/s" in Religion*

*Studies and Inter-religious dialogue.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 016. First-Year Seminar: Bible and Politics**

*What role does the Bible play in contemporary political debates? How do the Bible-and religion-shape American politics, political movements, and the law? This course explores the intersections among the Bible, Religion, and Politics. It critically examines categories often taken as self-evident and distinct-such as "the religious" and "the political"-and demonstrates how they work together in ways that continue to impact individual and collective identities in the United States. We begin by reading the Bible - in itself both a political act and an act steeped in politics. From "the politics of interpretation," we then move on to explore the ways in which religion and biblical interpretations are called upon, both explicitly and implicitly, in modern and current debates about gender, sexuality, race, science, ethics, and Constitutional Law. We explore issues such as abortion, gay marriage, euthanasia, creationism, incarceration, and capital punishment. Students will be introduced to a range of methods and theories in the academic study of Religion and related critical theories. Through seminar discussion and written assignments, students will develop skills that are crucial to engaged, nuanced, critical discourses in the academy and beyond.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 025. Black Women, Spirituality, Religion**

*This course is an exploration of the spiritual lives of African American women. We will hear black women's voices in history and in literature, in film, in performance and music, and within diverse periods and contexts, and reflect upon the multidimensionality of religious experience in African American women's lives. We will also examine the ways that religion has served to empower black women in their personal and collective attempts at the realization of a sacred self. Topics include: African women's religious worlds; women in the black diaspora; African American women in Islam, Christianity, and New World traditions; womanist and feminist thought; and sexuality and spirituality. Readings include works by: Alice Walker; Audre Lorde; bell hooks; Zora Neale Hurston; Patricia Williams, and others.*

*Humanities.*

*1 credit.*

*Eligible for BLST, GSST*

*Fall 2022. Chireau.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 032. Queering God: Feminist and Queer Theology**

*The God of the Bible and later Jewish and Christian literature is distinctively masculine, definitely male. Or is He? If we can point out places in traditional writings where God is nurturing, forgiving, and loving, does that mean that God is feminine, or female? This course examines feminist and queer writings about God, explores the tensions between feminist and queer theology, and seeks to stretch the limits of gendering-and sexing-the divine. Key themes include: gender; embodiment; masculinity; liberation; sexuality; feminist and queer theory.*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 033. The Queer Bible**

*This course surveys queer and trans\* readings of biblical texts. It introduces students to the complexity of constructions of sex, gender, and identity in one of the most influential literary works produced in ancient times. By reading the Bible with the methods of queer and trans\* theoretical approaches, this class destabilizes long held assumptions about what the bible--and religion--says about gender and sexuality.*

*Humanities*

*1 credit.*



Eligible for GSST  
Spring 2023. Kessler.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

### **RELG 037. Sex, Gender, and the Bible**

*The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and "family values."*

Humanities.

1 credit.

Eligible for GSST, INTP, MDST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 040. Rape, Slavery, and Genocide in Bible and Culture**

*This course examines biblical "texts of terror." It explores the functions of violence in religious writings as well as their influence and impact on current cultural issues. What are the biblical contributions to or roots of current societal crises about gender, race, and war? What are the limits and limitations placed on rape, slavery, and genocide in the Bible that are obscured in current (mis)uses of biblical precedents in support of such modern day atrocities? Without collapsing the distinctions between or simply blaming the Bible for current manifestations of extreme violence, this class aims to bring these "texts of terror" into the open to help facilitate critical discussion about, and critique of, violence then and now.*

Humanities.

1 credit.

Eligible for GSST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 053. Gender, Sexuality, and the Body in Islamic Discourses**

*An exploration of sexuality, gender roles, and notions of the body within the Islamic tradition from the formative period of Islam to the present. This course will examine the historical development of gendered and patriarchal readings of Islamic legal, historical, and scriptural texts. Particular attention will be given to both the premodern and modern strategies employed by women to subvert these exclusionary forms of interpretation and to ensure more egalitarian outcomes for themselves in the public sphere. Topics discussed include female piety, marriage and divorce, motherhood, polygamy, sex and desire, honor and shame, same-sex sexuality, and the role of women in the transmission of knowledge.*

Humanities.

1 credit.

Eligible for ESCH, GSST, ISLM, MDST

Fall 2022. al-Jamil.

Fall 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 114. Love and Religion**

*A comparative seminar that deals with ancient Greek, early and medieval Christian, medieval Jewish, "secular" troubadour, Hindu, South Asian and East Asian (Japanese) Buddhist traditions on the transformations of "love" in religious devotional literatures. We focus on themes of erotic and parental love; gender, sexuality, and the body; the emotions as ethical appraisal; individual love, loss, lament, and "ennobling virtue;" and the enduring tensions between the particular and "universal" in discourses of and about love, the passions and their vicissitudes in the histories of religion. Primary texts will range from Plato's Symposium, Gregory of Nyssa's Greek commentaries on the Song of Songs and his Bios makrinou; the Occitan poetry of female Provençal troubadours, Dante's Vita nuova, selections from the Commedia, Angela di Foligno's Libello; to early Buddhist women in the poetry and narratives of the Pāli Therīgāthā, the Sinhala narratives of the Buddha's wife Yasodharā and the Buddha's two mothers, Bengali poetry to the Hindu goddess Kālī and to the divine lovers Krishna and Rādhā; Heian-period Japanese love poems of Izumi Shikibu, and Arundhati Roy's God of Small Things.*

Humanities.  
2 credits.  
Eligible for ASIA, GSST, MDST  
Fall 2022. Hopkins.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

## Russian

### **RUSS 015. First-Year Seminar: East European Prose in Translation**

(Cross-listed as LITR 015R)  
Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers to appreciate the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing, and discussion in English; students who are able may do some readings in the original languages.  
Humanities.  
Writing course.  
1 credit.  
Eligible for GSST, CPLT  
Catalog chapter: Modern Languages and Literatures: Russian  
Department website: <http://www.swarthmore.edu/russian>

### **RUSS 017. First-Year Seminar: Love and Sex in Russian Literature**

(Cross-listed as LITR 017R)  
Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern of love and sex. We will read significant and provocative works from traditional folk tales through the 20th century to discuss their construction of these most "natural" impulses -and how they imagine the relationship of human attraction to art, politics and philosophy.  
Humanities.  
Writing course.  
1 credit.  
Eligible for GSST  
Fall 2021. Nikulin  
Fall 2023. Staff.  
Catalog chapter: Modern Languages and Literatures: Russian  
Department website: <http://www.swarthmore.edu/russian>

### **RUSS 033. Propagandize this: LGBTQ Russia, Past and Present**

(Cross-listed as LITR 033R)  
In 2013, the Russian government passed a law forbidding the "promotion of nontraditional sexual relations to minors" - that is, restricting and potentially criminalizing any open discussion of LGBTQ identities or direct acknowledgment of the existence of queer people in Russia. Homophobic Russian rhetoric emphasizes the supposedly recent and foreign nature of LGBTQ identity and ideas - an idea at odds with the diverse sexuality and gender legacies of Russia and the USSR explored in this course. We will consider the authors represented in this course, which covers the 19<sup>th</sup> century through the present, as participants in legacies, but also as individual creators, and sometimes theorists, of queer strategies of survival, as well as LGBTQ thought and art.  
Humanities.  
1 credit.  
Eligible for GSST  
Spring 2022. Nikulin.  
Catalog chapter: Modern Languages and Literatures: Russian  
Department website: <http://www.swarthmore.edu/russian>

### **RUSS 063. Roots of Feminism & Radicalism in Russia**

(Cross-listed as LITR 063R)

From the earliest engagements with socialism in the Russian Empire to Russian Jewish émigré anarchism in the United States, radical visions for the transformation of society in Russian intellectual history were intertwined with the question of the social position of women. In this writing intensive course we will trace interlocking questions of social transformation and gender equality through literary and philosophical works by authors including: Tolstoy, Nikolai Chernyshevsky, Rosa Luxemburg, Alexandra Kollontai, Emma Goldman, and many others. This course is writing intensive.

Humanities

Writing course.

1 credit.

Eligible for GSST.

Spring 2022. Stuhr-Rommereim.

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 111. Tsvetaeva & 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, as well as the inspirations and tragedies of their personal lives.

Humanities.

2 credits.

Eligible for GSST

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <http://www.swarthmore.edu/russian>

## **Sociology**

### **SOCI 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 U.S.

Social sciences.

1 credit.

Eligible for BLST, GSST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOAN 020M. Race, Gender, Class and Environment**

(Cross-listed as ENVS 043, ENGL 089)

This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.

Social sciences.

1 credit.

Eligible for ENVS, GSST, BLST, GLBL-core, ESCH

Spring 2022. Di Chiro.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 058B. Black Feminisms**

*In this course, we will examine the contours of Black women's (womyn's/womxn's) ways of naming, being and knowing, their resistance to gender and race hierarchies, violence, domination, and oppression, and their insistent love, joy, art, and creative practices. We will center black queer feminisms, explore the intersections of race, gender and sexuality with class, region, religious and spiritual practices, generation, space and place; explore black feminist thought and its relationship to womanism and other feminisms; explore the multitude of positionalities of black women (womyn/womxn); examine mediated representations of black women; the commodification of black women's aesthetics, bodies and sexualities, and the resistance to the same; and highlight black women (womyn/womxn) and femme centered spaces and collectives.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GSST*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## Spanish

### **SPAN 066. La voz de la mujer**

*In this course we will explore the work of representative Spanish women writers of the last three centuries in order to study the development of female self-awareness. We will read texts by Carolina Coronado, Gertrudis Gómez de Avellaneda, Emilia Pardo Bazán, Mercé Rodoreda, Esther Tusquets, Carme Riera, Almudena Grandes, etc. The main objective of the course is to analyze female discourse within the historical, psychoanalytical, metafictional and allegorical realm of the texts to find multiple female voices.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Fall 2021. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 074. Queer Issues in Latin American Literature & Cinema**

*(Cross-listed as LITR 074S)*

*This course will map new forms of representation and interpretation at play in a set of queer issues emerging on recent Latin American literature and cinema. Emphasis will be on gay, lesbian, bisexual, and transgender subjectivities. The aim is not merely assembling a corpus of readings around the notion of minority sexualities but to analyze how sexuality is culturally constructed in specific spatial and temporal geographies. We will also investigate the ways in which literary genres are disturbed and redeployed by queer interventions, and how cinema becomes a privileged medium for empowerment and visibility. Taught in English.*

*Humanities.*

*1 credit.*

*Eligible for GSST, LALS*

*Catalog chapter: Modern Languages and Literatures: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 076. Identidad y conflicto cultural**

*This class studies contemporary Latin American social identities and their representations in literature, cinema, and other media from Argentina, Brazil, Chile, Colombia, Peru and Venezuela.*

*The selected texts present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. LGBTQ diversity, sexual identities, femicides and gender violence will be of special relevance.*

*Several primary questions will guide our analysis: What is identity? What are the socio-historical, cultural and political influences on identity? What does the study of these texts reveal about the relationship among economic development, the construction of social identities, and citizenship? How can this class help us to better understand the dynamics of race, class, gender and sexuality in specific Latin American contexts?*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-Paired, GSST*

*Fall 2023. Martínez*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 104. La voz de la mujer a través de los siglos**

*The seminar will look into the work of a few outstanding women writers from Spain throughout the centuries to study the development of a feminine consciousness. The text selection will include works by Santa Teresa, María de Zayas, Gertrudis Gómez de Avellaneda, Carolina Coronado, Emilia Pardo Bazán, Carmen de Burgos, Rosa Chacel, Carmen Martín Gaité, Carmen Laforet, Mercé Rodoreda, Esther Tusquets, Carme Riera, Almudena Grandes and others. The essential aim of the seminar will be to analyze feminine discourse in the realm of the historical, psychoanalytical, metafictional, and allegorical fiction in order to search for a diversity of feminine voices.*

*Humanities.*

*2 credits.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

**Note:**

*\*All papers and projects must focus on gender and sexuality studies.*

## **Global Studies**

*Courses*

### **Coordinators:**

**AYSE KAYA (Political Science), Coordinator**

**CARINA YERVASI (French and Francophone Studies), Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Farha Ghannam (Anthropology)<sup>3</sup>**

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

**Jose-Louis Machado (Biology)**

**Lynne S. Schofield (Mathematics & Statistics, Provost's Office)**

**Tristan Smith (Physics)**

**Dominic Tierney (Political Science)**

*Global Studies Committee Member in Memoriam*

**Stephen Golub (Economics)**

<sup>3</sup> *Absent on leave, 2021-2022.*

*The Global Studies Program brings together courses across the curriculum that focus on, or provide means to, understanding and analyzing: global processes, systems, and phenomena, the relationship between the local and the global, and trans-border connections among people and events.*

*Global Studies, with its emphasis, on the one hand, on processes and phenomena common across borders and, on the other, with a particular attention to differences in the global-local connection, offers students an opportunity to more strongly command an understanding of their place in the world and an awareness and appreciation of differences through cross-cultural competence as well as a greater ability to mediate these differences. The Global Studies program complements and strengthens Swarthmore's efforts to shape engaged citizens not just with a local or a national conscience, but also with a global one.*

*The minor in Global Studies requires a total of 5 credits plus Foreign Language study to create a cohesive pathway to an interdisciplinary understanding of the global. One of these 5 credits has to come from the Introduction to Global Studies course. The remaining four credits need to come from the list of eligible courses, which include core courses and paired courses. While core courses offer a global view of a particular subject, paired courses predominantly study one part of the world or an issue area, topic, or theme through a part of the world. In this respect, paired courses provide a global view through comparative analysis. One GLBL-eligible paired course needs to be combined with another GLBL-eligible paired course for the student to receive credit for each paired course. The rationale for the pairing should be outlined in the student's Sophomore Pathway. Further, Graduating seniors complete a Senior Reflection Exercise.*

*Those interested in a special major in Global Studies can work with the program coordinators to develop a plan. A special major will include the requirements of the minor plus additional credits.*

## The Academic Program

### Course Minor

*Requirements:*

1. *Introduction to Global Studies (GLBL 015.)*
2. *A minimum of four credits in core and paired courses:*
  - *These four credits should come from at least two different divisions.*
  - *More than one course in the same Department/Program is not permitted to count toward the four credit requirement.*
  - *Two of these four credits must come from the core courses*
  - *A maximum of one of these credits may be taken off-campus at Bryn Mawr, Haverford, or on an approved study abroad program, upon petition to and approval by the coordinators.*
3. *Foreign language study*

*Introduction to Global Studies - GLBL 015:*

*All minors are required to successfully complete the one-credit Introduction to Global Studies (GLBL 015) offered every fall, preferably by their sophomore year. It is team-taught by two faculty members from different departments. First-years are permitted in the course. Seniors may enroll upon approval of the instructors.*

*A minimum of four credits in core and paired courses:*

*Core courses - Minimum of 2*

*Core courses are the backbone of the Global Studies program because they have a high level of content central to the analyses of global events, systems, or processes. The core courses may be focusing on processes of interdependence (such as migrations or the economy of arts), the impact of an event or a process across multiple regions of the world (such as urbanization in different places or the effects of capitalism), or a comparative analysis of an idea or phenomenon in different parts of the world (such as how Buddhism is understood and practiced in different parts of the world). These courses provide explicit tools, concepts, and analysis that are commonly used in, or connect closely with, themes in Global Studies and are noted in the catalog entry notes as "Eligible for GLBL - Core."*

*Paired Courses*

*Students can also pair courses to achieve a comparative, cross-regional emphasis. To elaborate, if students choose to take paired courses that are eligible for GLBL, they must combine at least two paired courses in order to receive credit for each course for the minor. Courses listed in this category are predominantly courses that study a part of the world or an issue area, topic, or theme through a part of the world. These*

courses may present global concepts, systems or phenomena, but are limited by focus on a specific part of the world. These courses are noted in the catalog entry notes as "Eligible for GLBL - Paired." An additional core course can count as a paired course with another GLBL-paired course.

### *Foreign Language Study*

*Studying a foreign language engages an essential tool of cross-cultural communication as it embodies a different way to learn about others' cultures while reflecting on one's own. Choice of language should be integral to the student's Global Studies minor. The language study requirement comprises two choices:*

*1. New Language: Students choosing a new language will be required to complete the first three semesters of a new language offered at Swarthmore (Trico or UPenn for languages not housed at Swarthmore) or reach the equivalent of intermediate level in a study abroad language option upon approval of program coordinators.*

*2. Continuing Language: Students choosing to continue a language begun elsewhere and taught at Swarthmore will adhere to the following guidelines:*

- Students placed at the 1st - 3rd semester-level must complete through the 3rd semester of that language.*
- Students placed at the 4th semester-level must complete that level.*
- Students placed above the 4th semester-level must complete one advanced course in that language.*
- Students who wish to declare English as their foreign language must meet with the program coordinators.*

*In essence, some students may continue a language they studied in high school, while others may prefer to begin a new language. We would strongly advise the student to see the language choice as integral to their choice of elective courses. For languages not housed at Swarthmore, Global Studies will encourage students to explore two options: (1) local language study in the Trico or at UPenn or (2) study abroad opportunities that offer intensive language programs on their own or as part of a study abroad program. In such cases where students want to study languages elsewhere, Global Studies' students will work in consultation with the program coordinators to develop a language study program.*

*NB. Some of the courses that would satisfy the Global Studies core and paired courses requirement are language courses, so they would meet both the course requirements as well as the language requirements.*

### *Sophomore Pathway*

*Equivalent to the sophomore plan, in the Sophomore Pathway the students will outline their rationale of their chosen GLBL courses and language study, including how they think these courses will help them pursue their area of interest or permit the exploration of a theme from different vantage points.*

*A minimum "B" average within the GLBL minor is required for all minors by their junior year.*

### *Senior Reflection Exercise*

*Seniors will revisit their Sophomore Pathway as they craft a statement to reflect upon their Global Studies minor. The statement will be presented in a short, public address to all interested faculty, staff, and students at the GLBL Spring Gathering. The exercise should be a self-assessment on*

*the student's course choices and what they have learned, what connections still need to be made, what plans they have for future growth in skills and knowledge-building.*

## Honors Minor

*An Honors Minor preparation will consist of the combination of two related courses using GLBL 015 and any GLBL-core course taken at Swarthmore. The focus will be on how the two courses connect, combining a dimension of the GLBL 015 syllabus with the GLBL-core course. Students will be examined in that dimension, even though general questions of either syllabus may be asked. To qualify for Honors, students must maintain an average of B or better in their GLBL coursework. Students wishing to pursue an Honors Minor in GLBL should consult with the coordinators.*

## Special Major

### Guidelines for a Special Major in Global Studies

*Due to student demand, we are outlining our guidelines for completing a Special Major in Global Studies.*

*The total number of credits in the Special Major in Global Studies is 10-12, per the College's guidelines. As outlined below, the Special Major in Global Studies consists of required courses and electives.*

*The required courses are Introduction to Global Studies (GLBL015) and foreign language study for all Special Majors in Global Studies and several Economics courses and a course in Statistics for certain concentrations within the Special Major. These courses are geared toward ensuring the student's substantive immersion in the relevant topics of global studies, as well as gaining general skills required in understanding the impact of global issues. They also intend to aid the student in their future endeavors.*

*In addition, the electives-comprising 6-8 "core" or "paired" GLBL-eligible courses-offer specialized electives organized around one of the many themes within the field of Global Studies. The student should always refer to the website for the most up-to-date information and email the coordinators with any questions.*

### Requirements for the Special Major in Global Studies:

1. **GLBL015: Introduction to Global Studies.** We strongly advise students take this course in their first two years as it will provide a synthetic overview of different topics and will enable them to discover their interests, thereby helping with the thematic organization of their elective courses.
2. Foreign language study
3. 6-8 "core" or "paired" GLBL-eligible elective courses organized around a theme, with the theme justified in the student's Sophomore Pathway paper and later revisited in the student's Senior Reflection Exercise.
4. The student is allowed to take up to one of the above electives in affiliated institutions Bryn Mawr, Haverford, and UPenn) or another institution with the Coordinators' permission, including from an off-campus study program.
5. It is the student's responsibility to take all prerequisites for any suggested courses.
6. The students should not be taking more than 6 credits in any one Department.

### What is a theme?

*A thematic organization of the student's 6-8 elective courses ensures the student has a clear, easily communicable focus in their examination of global issues. A theme identifies and concentrates on the core fields and approaches within the growing area of Global Studies. A theme will attend to comparative historical and contemporary engagements with and consequences of transnational and global phenomena, processes, institutions, and representations of these interactions. This means that the theme will encompass different disciplinary and interdisciplinary courses the student needs to take to fulfill the special major. These courses might provide divergent angles of a topic, study the same phenomenon from different disciplines, or provide the application of an issue (such as economic development) to different areas of the world (e.g., West Africa and East Asia). The goal is for the student to have both breadth and depth in their choice of a theme with tightly connected courses.*

*We recommend the following themes based on the state of the discipline of Global Studies, but remain open to the student petitioning a different theme if the student can make a strong case that an adequate number of courses exist to fulfill the theme. In this case, the student must describe the theme as well as list the courses they wish to take, paying close attention to course scheduling. Student designated themes cannot replicate existing majors in the College.*



## Possible Themes and Examples of Elective Courses

While we list possible themes here, if the student chooses these themes, then the student is responsible for fulfilling the requirements under the theme. If the student petitions to do their own theme (see above), the Coordinators retain the right to require specific courses to ensure the student's coursework is rigorous and meets the expectations of the field of Global Studies.

### 1. Global Studies Special Major in Urban Studies

This theme, geared toward the study of global urban issues, connects local and global phenomena around the growth of cities. It focuses on transnational interactions between states and cities with an emphasis on the role of refuge-seeking in the growth of cities, the role of mayors in global governance as well as the role of architecture and infrastructure on urban expansion. Students are encouraged to develop both a historical as well as a contemporary understanding of urban growth in the era of the anthropocene (including but not limited to built space and human, animal, plant interactions; climate impact on cities; population studies; and geography).

GLBL-eligible courses that fit the theme well include (but are not limited to): ARTH66: *Race, Space and Architecture* or ARTH155 *Modern Architecture and Urbanism* or ARTH73 *Global History of Architecture*; EDU68: *Urban Education*; FREN116: *La pensée géographique*; HIST90E: *On the Other Side of the Tracks: Black Urban Community*; ENVS43: *Race, Gender, Class, and the Environment*; PHYSIC: *Earth's Climate and Global Warming*; POLS28: *The Urban Underclass and Public Policy*; SOCI37C *Racial Geographies* or SOCI48L: *Urban Crime and Punishment*; SPAN69: *Cartografías urbanas*; one course in the *Cities* program at Bryn Mawr (optional).

### 2. Global Studies Special Major in Global Political Economy

This theme is ideal for students, who do not wish to pursue a double-major in Political Science and Economics, but would like to still focus primarily on those two disciplines and adjacent ones, to pursue a focus on understanding, explaining, and studying the global political economy, including foreign economy policy of countries and opportunities as well as tensions that arise from these policies, issues of economic development, and the impact of the economy policies on societies and individuals.

1. Four courses in Economics (Econ 001 plus three additional courses):

- a. Econ 001. *Introduction to Economics* is a prerequisite for other courses in the discipline. We will respect Economics' decisions on waivers to this prerequisite.
- b. Additionally, Econ 11 or Econ 21, and a course that bears directly on some aspect of global political economy.
- c. If you have trouble taking Econ 11 and 21, please discuss with the Coordinators in a timely manner. The student is, nonetheless, required to take 3 Econ courses in addition to Econ 001.

2. Stat011. *Statistical Methods - or higher (Stat021 or Stat041, if the student has met the departmental prerequisites).*

- a. Please note that Econ 31 also fulfills the Statistics requirement, i.e. if you have taken Econ 31, you don't need to take Stat 011.

GLBL-eligible courses that fit the theme well include (but are not limited to): ANTH003G: *FYS: Development and Its Discontents*; ECON54: *Global Capitalism Since 1920*; ECON81: *Economic Development*; ECON151: *International Economics*; HIST36: *Fascinating Fascism*; HIST143: *Political Economy of the Middle East: Theory & History*; POLS47: *Ethics and Economics*; POLS66: *International Political Economy*.

### 3. Global Studies Special Major in Global Politics & Policies

This theme is ideal for students who wish to study politics, but with a particular emphasis on interactions between states (i.e. international relations) and between transnational non-state actors and states, and on global social movements and human rights. The students are encouraged to develop both a historical as well as a contemporary understanding of global politics.

GLBL-eligible courses that fit the theme well include (but are not limited to): ANCH31: *The Greeks and the Persian Empire* or ANCH 42: *Democracy and Its Challenges: Athens in the 5th-Century*; HIST3A: *Modern Europe: 1789-1918...*; EDU64: *Comparative Education*; POLS50: *International Relations of East Asia*; POLS4: *Introduction to International Relations*; POLS3: *Politics Across the World*; POLS61: *American Foreign Policy*; HIST003A: *Modern Europe: 1789-1918...*; POLS81: *Global Environmental Governance*; POLS37: *Contemporary Political Philosophy*; SOCIO48K: *Political Sociology: The Mafia and the State*.

1. Additional requirements: Econ 001. *Introduction to Economics*, though we highly recommend at least three courses in Economics.

2. Stat 011.a. Please note that Econ 31 also fulfills the Statistics requirement, i.e. if you have taken Econ 31, you don't need to take Stat 011.

#### 4. Global Studies Special Major in Global Histories, Cultures, Arts

*This theme is ideal for students who wish to understand the interconnected nature of the histories and cultures of the world: ancient, early modern and postcolonial global contacts, historical and contemporary understandings of the entanglement of visual/linguistic/literary cultures in empire through decolonization.*

*GLBL-eligible courses that fit the theme well include (but are not limited to): ANCH28: Ancient Egypt or ANCH44 The Early Roman Empire; ARAB23: Identity and Culture in Arabic Cinema; ARTH72: Global History of Architecture: Prehistory-1750 or ARTH94 Transnational Modernisms (1850s-contemporary); BLST33: African Cinemas; ENG72 Global Modernisms; FMST50: What on Earth is World Cinema; FREN113: Re-Contons l'histoire: Postcolonialité et fictions d'écriture françaises; HIST60: The East India Company, 1600-1857; LING25 Sociolinguistics: Language, Culture, and Society; LITR18FJ: Manga, Bande-Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions; LITR52S: Afro-Caribbean Literature and Visual Culture; MUSI5A: Music and Dance Cultures of the World or MUSI31: Music and Culture in East Asia.*

#### 5. Global Studies Special Major in Human Mobilities, Migrations, Diasporas

*This theme is ideal for students who wish to understand the history, politics and rights behind the movement of people and diasporas, and the forces (political, climatic, economic, etc.) that give rise to displacements across the globe, as well as the literary and visual expression of this movement. This theme can explicitly bridge scientific, social scientific and humanistic approaches to analyzing movement across the globe.*

*GLBL-eligible courses that fit the theme well include (but are not limited to): BIOL34: Ecology or BIOL137: Biodiversity and Ecosystem Functioning or BIOL009: Our Food; DANC25A: Dance and Diaspora; JPNS73: Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature; PHIL51: Human Rights and Atrocities; POLS4: Introduction to International Relations; POLS3: Politics Across the World; POLS31: Borders and Migration; RELG34: Partitions: Religions, Politics, and Gender in South Asia Through the Novel; SOCI35D Transnational Migration or SOCI35E Immigration, Race, and the Law; SPAN60: Memoria e identidad or SPAN87: Cruzando fronteras: migración y neoliberalismo en el cine mexicano.*

### Global Studies Courses

*Currently offered courses relevant to the program include the following:*

*Note: The student is responsible for knowing and meeting any of the prerequisites associated with the following courses. In all cases, the student's acceptance into these courses is up to the Instructor and not the Global Studies Program coordinators.*

#### GLBL 015. Introduction to Global Studies

*This course provides an interdisciplinary approach to globally shared issues, processes, interactions and systems that affect people, communities, regions, nations, and our planet. Some topics the course examines are: the effects of a globalized world economy, global inequality and poverty, migration and refugees, identity in a global age, world cities, media in the global age, colonization and decolonization, global ethics, global social movements. The course takes seriously the interaction between the local and the global. It offers students an opportunity to more strongly command an understanding of their place in the world and an awareness and appreciation of differences through cross-cultural competence as well as a greater ability to mediate these differences. The interdisciplinary nature of the course demands multiple points of entry to communicate and analyze these issues beyond reading and writing, such as films, podcasts, lectures. Each fall Global Studies faculty selects several topics for an in-depth look at the past, present, and future global landscape.*

*Note: GLBL 015 is required for Minors, but open to all and will be offered every fall. 1 credit.*

*Eligible for GLBL, POLS*

*Fall 2021. Kaya.*

*Fall 2022. Kaya.*

*Fall 2023. Staff.*

*Catalog chapter: Global Studies*

*Department website: <http://www.swarthmore.edu/global-studies>*

#### GLBL 090. Directed Reading

*Available on an individual or group basis, subject to the approval of and overseen by a faculty member in GLBL.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Yervasi.*

*Catalog chapter: Global Studies*

*Department website: <http://www.swarthmore.edu/global-studies>*

## Ancient History

### **ANCH 031. The Greeks and the Persian Empire**

*This course studies the political and social history of Greece from the Trojan War to the Persian Wars. We will examine the connections between Greeks and non-Greeks and their perceptions of mutual differences and similarities. Readings include Homer, Hesiod, the lyric poets (including Sappho), and Herodotus and Near Eastern documents.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL - Paired*

*Fall 2021. Munson.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

*Paired*

### **ANCH 032. The Roman Republic**

*This course studies Rome from its origins to the civil wars and the establishment of the principate of Augustus (753-27 B.C.E.). Topics include the legends of Rome's foundation and of its republican constitution; the conquest of the Mediterranean world, with special attention to the causes and pretexts for imperialism; the political system of the Late Republic, and its collapse into civil war.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Spring 2022. Mahoney.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

*Paired*

### **ANCH 056. Pagans and Christians in the Roman Empire**

*This course considers the rise of Christianity and its encounters with the religious and political institutions of the Roman Empire. It examines Christianity in the second and third centuries of the Common Era and its relationship with Judaism, Hellenistic philosophies, state cults, and mystery religions and concentrates on the various pagan responses to Christianity from conversion to persecution. Ancient texts may include Apuleius, Lucian, Marcus Aurelius, Porphyry, Justin, Origen, Lactantius, Tertullian, and the Acts of the Christian Martyrs.*

*ANCH 044 (The Early Roman Empire) provides useful background.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Spring 2024. Turpin.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

*Paired*

## Anthropology

### **ANTH 003G. First-Year Seminar: Development and its Discontents**

*In this course, our goal will be to gain a new perspective on an often-unquestioned social "good": that of international economic development, including foreign aid to countries in the global south. This course will provide students with an introduction to the origin and evolution of ideas about development, and will encourage them to examine major theories and approaches to development from classical modernization theories to world-systems theories. Students will gain insight into how ideas of development fit into larger global dynamics of power and politics and how, contrary to professed goals, the practices of international development have often perpetuated poverty and widened the gap between rich and poor. During the course, we will investigate these issues through an array of texts that address different audiences including a novel, academic books and journals, film, popular writings and ethnographic monographs.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, PEAC, ESCH, GLBL - Core*

*Spring 2024. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

*Core*

### **ANTH 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.*

*Social sciences.*

*Writing course*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

*Paired*

### **ANTH 023C. Anthropological Perspectives on Conservation**

*Conservation of biodiversity through the creation of national parks is an idea and a practice that began in the U.S. with the creation of Yellowstone in 1872. In this course, we will examine the ideas behind the initial creation of national parks and explore the global spread of these ideas through the historical and contemporary creation of parks in other countries. As we examine the origin of the idea for parks, we will also consider the human costs that have been associated with their creation. Ultimately, the class offers a critical exploration of theories and themes related to nature, political economy, and culture-themes that fundamentally underlie the relationship between society and environment.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ENV5, GLBL- core*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

*Core*

### **ANTH 033E. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed as ENV5 029)*

*An introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to*

*think creatively about possible solutions.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GBLB-core, INTP, PEAC*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

*Core*

### **ANTH 037C. Anti-Corruption Politics in Latin America & the Caribbean**

*Anti-corruption discourse has become one of the salient modes of articulating claims for justice and against political, financial, and corporate power in contemporary Latin America & the Caribbean. In fact, the mobilization of anti-corruption discourse in the region has become an undeniable force capable of toppling governments, sending corporate executives to prison, and bringing masses to the streets demanding change. What is the relation between today's "wars" against corruption and ongoing transformations of political and economic power in Latin America & the Caribbean? How has anti-corruption discourse reshaped imaginaries of political transformation and emancipatory politics in the region? Rather than assuming a singular definition of corruption, this course explores it as a powerful concept that is not simply or neutrally defined by law or morality - one with a complex history linked to colonialism and imperialism, as well as to changing ideas of democracy and justice. Through our readings and discussions, we will develop critical and analytical tools to interrogate the long-standing stereotype of Latin America as inherently "corrupt" and how this stereotype is mobilized in the present. We will advance this critical work through exploring concrete cases that show the significance of anti-corruption politics as a tool for accountability and change.*

*Social sciences.*

*1 credit.*

*Eligible for LALS, ESCH, GBLB-core*

*Spring 2022. Azuero-Quijano.*

*Spring 2024. Azuero-Quijano.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 039C. Food and Culture**

*Food, a daily necessity for human survival, is strongly shaped by social relationships and cultural meanings. Who makes our food, what we eat, how we eat, and with whom we eat all reflect and reproduce various social connections and inequalities. This class explores how food, its making, and its consumption have been analyzed by different scholars, particularly anthropologists. We will also look at how various societies define, manage, and regulate the preparation and consumption of food. The class consider questions such as: Why do we serve specific foods at certain occasions? What constitutes a proper meal? How does class, gender, race, and ethnicity shape the making and serving of certain foods? Why might a particular food be viewed a delicacy in one society, but be seen as disgusting and repulsive in another? How did food become a "problem" that has to be managed in many of our contemporary societies? Through our readings and discussions, we will seek a deeper understanding of edible matters, how we shape them and how they shape us.*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB- core*

*Fall 2023. Ghannam.*

*Catalog chapter: Sociology and Anthropology*

*Department website: [www.swarthmore.edu/sociology-anthropology](http://www.swarthmore.edu/sociology-anthropology)*

*Core*

### **ANTH 043E. Culture, Health, Illness**

*People in all societies encounter and manage sickness. Yet, there are diverse and unique approaches to understanding and managing health and disease. The human experience of sickness entails a complex interplay between biological, socio-economic and cultural factors. This course offers an introduction to medical anthropology, and draws upon social, cultural, biological, and linguistic anthropology to better understand those factors which influence health and well being (broadly defined), the experience and distribution of illness, the prevention and treatment of sickness, healing processes, the social relations of therapy management, and the cultural importance and use of pluralistic medical systems. Topics covered include how beliefs about health, disease and the body are constructed and transmitted, how healers are chosen and trained, social disparities in health and illness, and the importance of narrative and performance in the effectiveness of healing practices. Finally, we will consider the ways in which medical anthropology can shed light upon important contemporary medical and social concerns.*

*Social sciences.*

*1 credit.*

Eligible for ESCH, GLBL - Core

Fall 2021. Schuetze.

Fall 2023. Schuetze.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Core

### **ANTH 049B. Comparative Perspectives on the Body**

*Explore how different societies regulate, discipline, and shape the human body. In the first part, we examine social theories and explore the strengths and limitations of different approaches to the study of the body. In the second part, we look at several ethnographic cases and compare diverse cultural practices that range from seemingly traditional practices (such as circumcision and foot binding) to what is currently fashionable (including weight lifting, dieting, aesthetic surgery, piercing, and tattooing). When comparing body modifications through time and space, we seek to understand their socio-economic contexts and relate them to broader cultural meanings and social inequalities. We also investigate how embodiment shapes personal and collective identities (especially gender identities) and vice versa.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP, ESCH, GLBL-Core*

*Spring 2023. Ghannam.*

*Spring 2024. Ghannam.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Core

### **ANTH 053B. Anthropology of Public Health**

*This course introduces students to the study of "public health" and various problems framed by public health actors through the theoretical and methodological lenses of sociocultural anthropology. The field of public health is typically defined by its commitment to understand not just the manifestations and patterns of illness in populations, but the social, political and economic forces that place certain individuals and populations at greater risk of morbidity and mortality. By critically examining various frameworks for understanding disease in human populations, the class will explore the potentials and challenges of improving health and healthcare in various populations, both within and outside of the United States. Additionally, this class aims to demonstrate the value of anthropology to the field of public health and to efforts to solve national and global health problems. Students will be urged to think about "public health" and "global health" as dynamic cultural artifacts and cultural systems; and likewise, to consider how ethnography is an important methodological tool, both to understand public health agendas as well as to investigate the subjects and elisions of public health interventions.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, GLBL-core*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Core

### **ANTH 072C. Memory, History, Nation**

*How do national communities remember-and forget? What roles do commemoration and amnesia play in constructing, maintaining, or challenging national and collective identities? This course considers memory and its pathologies as a central problematic for the nation-state. It reads theory and ethnography against each other to explore the politics and aesthetics of national memory across numerous sites and contexts, attentive to both the collectivities such commemorations inspire and their points of resistance or failure.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, GLBL-Paired*

*Fall 2022. Nadkarni.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Paired

### **ANTH 122. Urban Ethnographies (M)**

*As key players in the global economy, cities are the focus of a rich body of literature that explores how urban life is shaped by the complex interplay between global, national, and local processes. How to best understand this interplay and how it shapes daily life in cities? How can we understand the inequalities that structure daily life in urban centers around the globe? How to analyze the different identities, spaces, and subjectivities that are being constituted under changing economic, social, and political conditions? In this seminar, we read ethnographies from and about cities around the globe and analyze how scholars, particularly anthropologists, have studied cities, their cultures, and social groups. We pay attention to the forces (such as neoliberalism, modernism, nationalism, and globalization) and inequalities (such as class, race, and gender) that shape urban life. The texts we read explore current pressing issues such as poverty, violence, policing, gentrification, and homelessness. Alongside our investigation of city life, students also will have the opportunity to develop their skills in ethnographic research methods by closely analyzing how different authors accessed and wrote about cities as well as by conducting their own mini-ethnographies.*

*Methods course.*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL-core*

*Fall 2022. Ghannam.*

*Fall 2023. Ghannam.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

*Core*

### **ANTH 133. Anthropology of Biomedicine**

*In this seminar we explore biomedicine from an anthropological perspective, exploring the entanglement of bodies with history, environment, culture, and power. We begin the course with a focus on the historical emergence of biomedical technologies and their related discourses and practices and then move into contemporary contexts of their use and circulation. Throughout, we focus on the ways in which the development, use, and distribution of biomedical technologies and discourses are influenced by prevailing medical systems, political interests, and cultural norms. Topics to be covered include biomedicine as technology, medical categorization and ideas of the normal, ethics and moral boundaries, the space of the clinic, the circulation of pharmaceuticals, and health and inequality.*

*Prerequisite: ANTH 043E or permission of the Instructor*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL-core*

*Spring 2022. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

*Core*

## **Arabic**

### **ARAB 021. Topics in Modern Arab Literature**

*This course surveys the major writers, trends, themes, and experiences in Arabic literature from the 19th century to the present. Beginning with the nahda (the Arab renaissance), we will explore the impact of intellectual debates and developments on the emergence of modern Arabic literature. Through the study of a variety of different texts and authors, from a range of geographies and periods, we will investigate diverse literary and cultural narratives. Common themes, such as the negotiation of modernity and tradition, social and political transformation, and the changing role of women, will provide a structure for comparison. This course is taught in Arabic.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GLOBL-Paired*

*Fall 2021. Al-Masri.*

*Fall 2022. Al-Masri.*

*Fall 2023. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

*Paired*

### **ARAB 022. Discourses of Oppression in Contemporary Arabic Fiction**

*Designed to meet the needs of students who have completed ARAB 021: Introduction to Modern Arabic Literature, this course provides an in-depth look at major fictional representations of the institutionalized and non-institutionalized sites and structures of oppression explored by Arab writers. Subtle and overt forms of political oppression are investigated, as well as experiences of hegemony related to gender, sexuality, class, religion, and ethnicity. This course also examines the ways in which oppression is rethought, restructured, and challenged in Arabic fiction, leading to new understandings and possibilities in reality. This course is conducted entirely in Arabic.*

Humanities.

1 credit.

Eligible for ISLM, GLBL-Paired

Spring 2022. Al-Masri.

Spring 2023. Al-Masri.

Spring 2024. Al-Masri.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

Paired

## **ARAB 023. Identity and Culture in Arab Cinema**

*This course offers an in-depth study of the cultural politics and poetics of Arab Cinema. Students will analyze and critique films produced in the 20th and 21st centuries from a variety of different periods, styles, and genres. Through these films, the course will explore topics such as colonialism; ethnic, religious, and national identities; civil conflicts; oppression and censorship; gender and sexuality; poverty; and the rural and the urban. Students will read critical essays and book chapters on the screened films and related themes. This course is conducted entirely in Arabic. Advanced knowledge of Arabic is required to successfully complete this course.*

*Prerequisite: Three years of Arabic or the equivalent.*

Humanities.

1 credit.

Eligible for ISLM, GLBL - Paired

Spring 2024. Smith.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <https://www.swarthmore.edu/arabic>

Paired

## **Art History**

### **ARTH 002. The Western Tradition**

*This course provides an introduction to Mediterranean and European art from prehistoric cave painting to the 18th 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.*

Humanities.

1 credit.

Eligible for MDST, GLBL-Paired

Fall 2022. Reilly.

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

Paired

### **ARTH 005. Modern Art in Europe and the United States**

*This course surveys Western European and American art from the late 18th century to the 1960s. It introduces significant artists and art movements in their social and political contexts and also focuses attention on art historical approaches that have been developed to interpret this art, including socio-economic and feminist perspectives.*

Humanities.

1 credit.

Eligible for GMST, GLBL-Paired



Fall 2021. Checa-Gismero.

Fall 2022. TBA.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

Paired

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

*This exploration of ancient Greek art and architecture 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.*

Humanities.

Writing course.

1 credit.

Eligible for GLBL-Paired

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

Paired

### **ARTH 026. Painting, Chemistry and Conservation**

CHEM 003B

*This interdisciplinary course explores the intersection of chemistry with the visual arts. During the course of the semester we will learn about the materials available to artists, issues faced by museum curators and conservators, and some basic chemistry concepts related to these topics. Our exploration of the chemistry, and history, of art media will include labs that extend and enhance the lecture topics.*

Humanities. Natural science and engineering.

1 credit.

Eligible for GLBL-Core

Spring 2022. Reilly. Stephenson.

Spring 2024. Reilly.

Catalog chapter: Art and Art History

Department website: <http://www.swarthmore.edu/art>

Core

### **ARTH 046. Socially Engaged Art in the Americas**

*Can art change the world? Questions about the impact of art in the social fabric are constitutive of the idea of avant-garde art. This course will introduce students to these debates as they took shape in the American continent since 1960. With an emphasis on forms of art practice that outspokenly seek to provoke positive social change, this class provides a parallel narrative of contemporary art, in which art exits the museum space to ingrain itself in broader social processes.*

*During the semester students will learn about different theories of socially engaged art articulated by artists and art historians alike. We will consider art as activism in the Civil Rights era, forms of artistic resistance to Latin American military dictatorships, second wave feminist art, contemporary community-based art, and forms of engaged art practice concerned with planet-wide environmental crisis. We will debate the tactics and ideals guiding these practices, and we will evaluate the potential risks that come with relying on art for social transformation. This course alternates short lecture periods with in-class discussion of primary and secondary sources. It is structured around six thematic blocs, at the end of which students will produce a short written assignment.*

Humanities.

1 credit.

Eligible for ESCH, PEAC, GLBL-paired, LALS

Fall 2021. Checa-Gismero.

Catalog chapter: Art and Art History

Department website: <https://www.swarthmore.edu/>

### **ARTH 048. 20th Century Latin American Art**

*This introductory course exposes students to the histories, theories, and forms of modern art in Latin America in the 20th Century. The course explores the development of artistic scenes in the continent, and how avant-garde art practices have engaged a variety of nation-building programs -either as reinforcements or as refutations. During this course students will become familiar with scholarship and critical frameworks*

*formulated in Latin America, as well as in the United States.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-paired*

*Spring 2022. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

## **ARTH 052. Global Renaissance**

*The "Global Renaissance," focuses on Europe's relations with Latin America, Africa, Asia, and the Middle East in the early era of colonization and global expansion.*

*Students will explore what the visual arts can reveal about the transfer of ideas and the growth of global trade and cultural/religious conflict in this era of increasing internationalism. We will focus on cross-cultural exchange in the 15<sup>th</sup> and 16<sup>th</sup> centuries, and consider these issues primarily from the European perception of the expanding world. The theme of globalism will be addressed through the lens not only of painting, sculpture and architecture, but also objects that are not typically considered "high art" such as maps, textiles, festival art, and ceramics.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Core*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

*Core*

## **ARTH 072. Global History of Architecture: Prehistory to 1750 CE**

*This survey will provide an introduction to the history of the global built environment from the earliest human settlements to the middle of the second millennium. Chronologically and geographically broad, we will examine selected works of architecture and urbanism from diverse cultures around the world, commencing ca. 10,000 B.C.E. and ending around 1750 C.E. In doing so, we will interpret the built environment as both a product of its social, political, and cultural contexts and a force that shapes those contexts. Despite a diversity of examples, common themes--such as cultural interaction and exchange, religion and belief, transmission of knowledge, architectural patronage, spatial and aesthetic innovation, and technological transformation--will emerge across the course.*

*Humanities.*

*1 credit.*

*Eligible for GLBL- Core, MDST*

*Fall 2022. Goldstein.*

*Fall 2023. TBA*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

*Core*

## **ARTH 073. Global History of Architecture: 1800-Present**

*This survey will visit some of the major structures, events, and innovations that defined the global built environment in the last six centuries, beginning with the Renaissance and its contemporaries and extending through Modernism. Our consideration will go beyond a history of style to examine the built environment as a product of and force acting on its broader social, political, and cultural contexts. We will pay attention to architecture and urbanism from the place of work to the place of leisure; from sites belonging to the very powerful to those belonging to the disenfranchised; and from those designed by well-known figures to those without known designers. Themes will include power, belief, technology, industrialization, trade, patronage, professionalization, identity, empire, and urbanization.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-core*

*Fall 2021. Goldstein.*

*Spring 2024. TBA.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

*Core*

## **ARTH 160. Global Contemporary Art: Honors Seminar**

*What is 'Global Contemporary Art'? Since the end of the Cold War, contemporary art has experienced a phenomenon of rapid planet wide expansion. Over 600 art fairs and biennial exhibitions structure a network where artworks, art professionals, and ideas circulate periodically, informing a community autonomous -yet connected to- local art scenes. In these last three decades, avant-garde art as practiced in Europe and the United States has expanded to acquire planetary visibility. Simultaneously, traditions of art making from other regions of the world have been welcomed -albeit in altered fashion-, into the central stages of the artworld. As historians, artists, and critics: How do we make sense of this shift? More importantly: How do we fit in this picture?*

*In this seminar, students will learn about the institutional, epistemic, and sociopolitical processes involved in the formation of 'global contemporary art' as a new art historical category. We will study the role that exhibitions, academia, and the art market play in the setting of artistic trends, while we analyze how these influences materialize in the practice of artists around the globe. During the semester students will engage with primary sources such as artworks and artists writings, and secondary sources from the art industry and academia alike. At the end of this course, students will be ready to describe the political, economic, and cultural processes active in the globalization of the art industry since 1990, and reflect on the consequences of this process in academic, practiced, and curatorial approaches to contemporary art.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*Writing.*

*2 credits.*

*Eligible for GLBL - Core*

*Spring 2024. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/art-and-art-history>*

## **Biology**

### **BIOL 034. Evolution**

*The course focuses on how the genetic and phenotypic structure of a population changes in response to mutation, natural selection, migration, and genetic drift. Other topics, such as quantitative genetics, speciation, phylogeography, and adaptation, provide a broader view of evolutionary processes.*

*Prerequisite: BIOL 001 and BIOL 002.*

*Natural sciences and engineering practicum.*

*One laboratory period or field trip per week.*

*1 credit.*

*Eligible for ENVS, GLBL-Core*

*Fall 2022. Formica.*

*Catalog chapter: Biology*

*Department website: <http://www.swarthmore.edu/biology>*

*Core*

### **BIOL 036. Ecology**

*Spring 2022: How do organisms interact with each other and their environment? In Ecology, we will tackle this question by building quantitative skills and applying them on the Swarthmore campus. Students will learn to model population growth and species interactions at the community level in the R programming environment and gain experience with the field and lab skills ecologists use to understand and manage global change. Through collaboration with local stakeholders and engagement with both Indigenous and Western approaches to understanding humans' connection with the natural world, we will design and implement an ecological restoration project in the Crum Woods. Students do not need to have previous fieldwork or R experience, but should be interested in cultivating these skills!*

*Fall 2022 & Fall 2023: The goal of ecology is to explain the distribution and abundance of organisms in nature through an understanding of how they interact with their abiotic and biotic environments. Students will gain ecological literacy and practice by studying processes that operate within and between hierarchical levels or organization such as individuals, populations, communities, and ecosystems. All this knowledge will be applied to understand the current global changes occurring in nature as a result of human activities.*

*Prerequisite: BIOL 002, or permission of the instructor. ENVS 001 accepted as pre-requisite Spring 2022.*

*Natural sciences and engineering practicum.*

Fall 2022: Three to 6 hours of laboratory and/or fieldwork in the Crum Woods per week, in addition to at least one field trip per semester.  
1 credit.

Eligible for ENVS, GLBL-Core, ESCH

Spring 2022. Grossman.

Fall 2022. Machado.

Fall 2023. Machado.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

Core

### **BIOL 037. Conservation Biology**

Cross-listed as (ENVS 063 )

This course provides an overview of the foundational concepts and future horizons of biodiversity conservation and illustrates central issues in contemporary conservation with case studies, critical reading of primary literature, field experiences and exposure to quantitative methods

Prerequisite: BIOL 002 or permission of the instructor.

Natural sciences and engineering practicum.

One laboratory period or field trip per week.

1 credit.

Eligible for ENVS, GLBL-Core

Fall 2022. Caviedes-Solis.

Fall 2023. Caviedes-Solis.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

Core

### **BIOL 042. Climate Change Science and Communication**

cross listed as ENVS 061

Climate change is shaped by and shapes biological processes from the individual to the biome. In this course, students will develop a foundational understanding of the physical and geochemical factors underlying Earth's changing climate, the impact of such changes on the biological systems, and the consequences for human-environment interactions. Students will also develop strategic communication skills for sustainability through practice with research-tested science communication tools. Course meetings will be split between lecture, hands-on activities, paper discussions, and workshops.

Prerequisite: BIOL 001 or 002 and one additional NSE course or permission of the instructor.

Natural sciences and engineering.

1 credit.

Eligible for ENVS., GLBL-Core

Catalog chapter: Biology

Department website: [www.swarthmore.edu/biology](http://www.swarthmore.edu/biology)

Core

### **BIOL 137. Biodiversity and Ecosystem Functioning**

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

Prerequisite: Any Group III intermediate biology course. Students who have taken a Group I or Group II intermediate course may register with consent of the instructor.

Natural sciences and engineering.

1 credit.

Eligible for ENVS, GLBL-core

Spring 2024. Machado.

Catalog chapter: Biology

Department website: <http://www.swarthmore.edu/biology>

Core

## Black Studies

### **BLST 033. African Cinemas**

*This course is an introduction to the filmmakers and history of the cinemas (film, video, and new media) of the African continent, focusing primarily on Francophone West Africa. Students will be introduced to key film concepts and will develop their ability to write critically on the moving image. Discussion immediately follows each film. Readings and course discussion are in English. Films are subtitled in English.*

0.5

*Eligible for BLST, GLBL-Paired*

## Chemistry

### **CHEM 015. Environmental Chemistry**

*(Cross-listed as ENVS 060) The course covers selected aspects of atmospheric chemistry, aquatic chemistry, and soil chemistry. There will be a specific focus on the environmentally important element cycles for C, N, O, P, and S in the absence and presence of current human activity. The chemistry of organic pollutants across the three zones will also be examined. The course content will involve a discussion of relevant current events.*

*Prerequisite: CHEM 010 or CHEM 010 HN ; or discretion of the instructor.*

*Natural sciences and engineering practicum.*

*One laboratory period weekly.*

*1 credit.*

*Eligible for ENVS, GLBL-core*

*Spring 2024. Graves*

*Catalog chapter: Chemistry and Biochemistry*

*Department website: <http://www.swarthmore.edu/chemistry-biochemistry>*

*Core*

## Chinese

### **CHIN 015. Intro to East Asian Humanities**

*(Cross-listed as ASIA 015, LITR 015CH)*

*This course is a survey of East Asian literatures and cultural histories from antiquity to around 1800. The primary purpose is to provide students with a basic literacy in East Asian cultures and literatures with substantive emphasis on topics common across East Asia, such as the classical traditions and cosmology, the Chinese script, Buddhism, the civil service examination, folklore, theater, literature, and medicine. This course is a colloquium designed to meet the needs of students just beginning their study of China, Japan and Korea, who would like to explore the region broadly; and those who have already done substantial study of China or Japan and welcome the chance to situate it within the larger context of traditional East Asia. This course will provide students with information and approaches to analyze primary sources in translation through assigned postings and short writing assignments.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Paired*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

*Paired*

### **CHIN 065. Peking Opera and Globalization**

*(Cross-listed as LITR 065CH)*

*By using cultural globalization as an explanatory framework built on the foundation of historical studies, this course enables students to conduct critical and interdisciplinary analysis of Peking opera, a living theatrical tradition commonly considered to be the "national theater" of China. The central question we ask is: How have the cultural dimensions of globalization-transnational flows of technology, media, and popular culture-intensified Peking opera's connection to urban culture, archival digitalization, visual arts, politics of style, Chinese nationalist ideology and intercultural influences in America? Students not only engage with scholarly literature that cuts across different disciplines and genres (including theater anthropology, cultural history, cinema, music, literature, and art history), but also are introduced to a rich body of*

sources, ranging from photographs to opera films and documentaries. They have the opportunity to learn some basics of singing and movement and conduct field trips to study with Peking opera troupes in the Chinese community in Philadelphia.

No previous knowledge of Chinese literature or culture is required. All texts are provided in English translation.

Humanities.

1 credit.

Eligible for ASIA, GLBL-Paired

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <https://www.swarthmore.edu/chinese>

Paired

## Comparative Literature

### CPLT 021. Performance in Early Modern Europe

(Cross-listed as DANC 021)

How do we define performance in early modern Europe? This course explores multi-genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre, Molière, Garrick, Goldoni, Sulzer, and others.

Taught in English. There is a .5 credit attachment for students reading in French.

A version of this course has been offered in the past as a First-Year Seminar, Dance 002, but this new version is open to any student, without any prerequisite. If you have taken Dance 002, you are not able to enroll in CPLT 021.

Humanities.

1 credit.

Eligible for GLBL-paired

Fall 2022. Sabee.

Catalog chapter: Comparative Literature

Department website: <https://www.swarthmore.edu/comparative-literature>

Paired

## Dance

### DANC 004. Arts in Action

(Cross-listed as MUSI 006)

What is art and what constitutes action? The course will explore these questions in two ways: First, we will look at the interconnections between culture, art, and community through rigorous intellectual inquiry by orienting students to some key ideas through selected readings. Second, we will engage in situated learning with local and international arts communities. We will have community leaders from our local communities as guest speakers in addition to two webinars planned for the class on the intersections of the arts, citizenship, and justice: one focusing on the U.S. and Black Lives Matter movement (BLM) and the other focusing on India and the Citizenship Amendment Act (CAA). Our areas of foci will be local (Philadelphia) and international (India) for cross-cultural engagements with the arts and the burning issues of the times. Both webinars will have renowned academics and artists/activists from the U.S. and India as well as emerging artists and scholars to make them rich and intergenerational conversations. As a required activity for the class you will be asked to volunteer your time as interns with the Lang center community partners. Class requirements include readings, video viewing, and discussions, participating in webinars, keeping a regular journal, volunteer work, and doing a final project to be discussed in class.

This course is open to all students. This course fulfills a prerequisite requirement for dance majors and minors.

Humanities.

1 credit.

Eligible for PEAC, ESCH, GLBL-core

Fall 2023. Chakravorty.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

Core

## **DANC 021. Performance in Early Modern Europe**

*(Cross-listed as CPLT 021)*

How do we define performance in early modern Europe? This course explores multi-genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre, Molière, Garrick, Goldoni, Sulzer, and others.

A version of this course has been offered in the past as a First-Year Seminar, Dance 002. If you have taken Dance 002, you are not able to enroll in DANC 021.

*This course fulfills a requirement for Music or Dance majors and minors.*

*Open to all students.*

*Humanities.*

*1 credit.*

*Eligible for GLBL, CPLT, FRST*

*Fall 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: Music and Dance: Dance*

*Paired*

## **DANC 022. Ballet & Modern Dance in Europe & North America 1789-1960**

*(Cross-listed as MUSI 026)*

*This survey examines the history of ballet and modern dance in Europe and North America from 1789 to the late twentieth century in context with concurrent social and political developments. Using sources including film, text, and performance, we will study the works of choreographers including George Balanchine, Katherine Dunham, Martha Graham, and Marius Petipa.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Spring 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

*Paired*

## **DANC 025A. Dance and Diaspora**

*(Cross-listed as ANTH 020J)*

*How do we locate competing claims of globalization, place-ness, and hybridization of cultural identity in a single frame? Dance offers an unconventional but powerful frame for studying such competing claims of identity formation. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa, and Latin America, we will examine the trajectories of the global and the local in constructing identity and difference. Students will engage with theories on nationalism, transnationalism, and globalization, as well as embodiment and experience. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power, all of which inform and continue to reshape these cultures and their dance forms.*

*The primary goal for this course is to develop an understanding of cross-cultural identity and difference through the study of dance in contemporary society. The readings will introduce students to the constructed nature of cultural traditions and the contested nature of cultural identities. The writing goals are to teach students how to read critically and write within the disciplines of Anthropology, Dance/Culture Studies, Black Studies, and Global Studies. This course is eligible for credit towards a major or minor in Black Studies.*

*This is a reading and writing intensive course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, BLST, GSST, GLBL-Core*

*Fall 2021. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

*Core*

## Economics

### **ECON 015. Economic Poverty and Inequality**

*This course examines the causes and consequences of poverty and (income and wealth) inequality. Topics covered include measurement, mobility, and the impact of globalization, technical change, taxation, and aid. Micro interventions and macro initiatives are contrasted. Public policies and programs aimed at prevention, alleviation, and redistribution are analyzed and evaluated. The developed and developing country contexts are considered.*

*Prerequisite: ECON 001.*

*Social sciences.*

*1 credit.*

*Eligible for GLBL-Core*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

*Core*

### **ECON 051. International Trade and Finance**

*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.*

*Prerequisite: ECON 011 and ECON 021.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, PEAC, GLBL-core*

*Fall 2021. Wang.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

*Core*

### **ECON 054. Global Capitalism Since 1920**

*This course will study global capitalism over the last century, focusing on the interplay between events, economic theories and policies. The issues to be examined include: financial market booms and busts; business cycles; inequality; the social welfare state; technological change and economic growth; and international trade and financial arrangements. The time period covers: the Roaring Twenties; the Great Depression, the post war Golden Age (1945-1973); the stagflation of the 1970s; the Thatcher-Reagan-Greenspan-Bush era of market liberalization (1980-2007); and the financial crisis and Great Recession of 2007-2010. Economic theories include: the classical laissez-faire view; Schumpeter's theory of "creative destruction"; Keynes and the "neo-classical synthesis" advocating a mixed economy; Minsky's theory of financial instability; Friedman, the efficient-markets hypothesis, and the "new classical" critiques of government interventions; and emerging ideas in response to the present crisis. The course will chronicle and compare economic policy and performance of the United States, Europe, Japan, and the developing world (Asia, Latin America, Africa).*

*Prerequisite: ECON 001.*

*Social sciences.*

*1 credit.*

*Eligible for GLBL - Core*



Catalog chapter: Economics  
Department website: <http://www.swarthmore.edu/economics>  
Core

### **ECON 055. Behavioral Economics**

*In the past 50 years, economists have increasingly used insights from psychology to explore the limitations of the standard economic model of rational decision making - a field now known as "behavioral economics." This course is an introduction to the central concepts of behavioral economics, touching on related research in psychology and experimental economics. We will also discuss the public policy implications of this work, and current policy applications of behavioral research around the world. Topics covered include: self-control, procrastination, fairness, cooperation and reciprocity, reference dependence, and choice under uncertainty.*

*Cannot receive credit for both ECON 055 and ECON 003.*

*Prerequisite: ECON 001.*

*Social sciences.*

*1 credit.*

*Eligible for GLBL-Core*

*Spring 2022. Bhanot.*

*Spring 2024. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

*Core*

### **ECON 074. Economics of the Family**

The family plays a key role in economic systems, as a consumer of goods and services and as a supplier of inputs, particularly labor. Microeconomics can help us understand a range of topics about the family and household including decisions about fertility, child rearing, household management, marriage and divorce, immigration, and labor supply. Our focus will be on the contemporary American family, but we will also consider international and historical perspectives and the influence of public policy.

*Prerequisite: ECON 001*

*Social Science.*

*1 credit.*

*Eligible for GLBL-Paired, GSST*

*Fall 2021. Magenheimer.*

*Fall 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

*Paired*

### **ECON 075. Health Economics**

*This course applies microeconomic theory, including models from behavioral economics, to analyze consumers', producers', and the government's behavior with respect to health and health care. Special attention will be paid to the role of socioeconomic and demographic factors in explaining patterns of health and access to health care. Other topics include environmental health, international comparisons of health and health care systems, and ongoing state and federal health care policy reform.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2021. Magenheimer.*

Spring 2023. Staff.  
Fall 2023. Magenheim.  
Catalog chapter: Economics  
Department website: <http://www.swarthmore.edu/economics>  
Paired

### **ECON 079. The Health of Nations**

*The United States spends far more per person on health care than comparable countries, but many other countries enjoy better health and longer life expectancy. This is partly explained by differences in health care systems, but there are other factors that influence population health, including income, education, employment, housing, environmental conditions, emotional stress, social support, and access to health care. We will look at how these factors-coupled with decision making by individuals, firms, and governments-influence population health across countries, in aggregate and by race, ethnicity, gender, and age.*

Prerequisite: EC 001  
Social Sciences.  
1 credit.  
Eligible for GLBL-Core.  
Core

### **ECON 081. Economic Development**

*A survey covering the principal theories of economic development and the dominant issues of public policy in low-income countries. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).*

Prerequisite: ECON 001  
Social sciences.  
1 credit.  
Eligible for ASIA, BLST, PEAC, GLBL-core  
Spring 2022. O'Connell.  
Catalog chapter: Economics  
Department website: <http://www.swarthmore.edu/economics>  
Core

### **ECON 082. Political Economy of Africa**

*A survey of the post-independence development experience of Sub-Saharan Africa. We study policy choices in their political and institutional context, using case-study evidence and the analytical tools of positive political economy. Topics include development from a natural resource base, conflict and nation building, risk management by firms and households, poverty reduction policies, globalization and trade, and the effectiveness of foreign aid.*

Prerequisite: ECON 001  
Social sciences.  
1 credit.  
Eligible for BLST, PEAC, GLBL-Paired  
Fall 2021. O'Connell.  
Fall 2022. Staff.  
Catalog chapter: Economics  
Department website: <http://www.swarthmore.edu/economics>  
Paired

### **ECON 083. East Asian Economies**

*This course will provide an overview of the East Asian economy and the economic inter-dependencies that characterize the region. After providing an understanding of the factors that have made East Asia the most dynamic in the world economy, current challenges of the region will be given particular attention. Topics that will be addressed include: economic growth in East Asia; trade and economic growth; the East Asian trade-production network; East Asia's role in global imbalances; the Asian financial crisis; financial cooperation in East Asia; monetary cooperation in East Asia; East Asia's role in global economic governance; inequality in East Asia; demographic challenges of East Asian*

countries; environmental challenges and the move to sustainable economics.

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for PEAC, ASIA, GLOBL-Paired

Spring 2023. Staff.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

Paired

## **ECON 084. Latin American Economies**

*A survey of the development experience of Latin American countries. We study policy choices in their political and institutional context.*

*Topics include Latin American economic history, informality in labor markets, pension reform, antitrust policy, regional economic integration and trade, debt and currency crises, and the effectiveness of foreign aid.*

*Guest speakers from universities across Latin America will present on topics pertinent to their own countries. We plan to visit the World Bank and the Interamerican Development Bank (most likely virtually due to COVID restrictions) to learn about their projects and lending in the LA region.*

Prerequisite: ECON 001

Social sciences.

1 credit.

Eligible for GLOBL-paired, LALS

Fall 2021. Olivero.

Fall 2022. Staff.

Catalog chapter: Economics

Department website: <https://www.swarthmore.edu/economics>

## **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.*

Prerequisite: ECON 011 and ECON 021

Social sciences.

2 credits.

Eligible for ASIA, PEAC, GLOBL Core

Fall 2021. Wang.

Catalog chapter: Economics

Department website: <http://www.swarthmore.edu/economics>

Core

## **Educational Studies**

### **EDUC 064. Comparative Education**

*This course examines key issues and themes in education as they play out in local and global contexts around the world. We use case studies to explore the roles of local, national, and international actors and organizations in the construction of educational policy and practice. Topics will include immigration and schooling, equity, curriculum goals and constructs, and education in areas of conflict.*

Prerequisite: EDUC 014 or permission of the instructor.

Social sciences.

Writing course.

1 credit.

Eligible for GLOBL- Core

Fall 2021. Staff.

Fall 2023. Staff.

Catalog chapter: Educational Studies  
Department website: <http://www.swarthmore.edu/educational-studies>  
Core

## English Literature

### ENGL 047A. Asian American Literature and Culture

*Treated as "forever foreign," not quite a minority (a "model"), Asians resurface in U.S. national culture from time to time, remembered anew amid perennial forgetting. To what extent does Asian American invisibility betray a constitutive role in U.S. history? After reviewing the rise of Asian American studies, this course will chart the shifting place of Asians in the modernizing of America by examining immigration, empire's wars, and the interracial future/diaspora through literary and cultural texts as well as ethnic historiography and criticism. In providing a critical history of Asian America, this course expands the field's foundational concerns toward a transpacific and hemispheric Asia/America while exploring minor adoptions and resistances of America, including of its aesthetic and social movements. Texts may include Crazy Rich Asians, The Year of the Dragon, America is in the Heart, Philippine-American War editorial cartoons, Obasan, Night Sky with Exit Wounds, We Should Never Meet, Tropic of Orange, Robot Stories, I'm Not Saying I'm Just Saying, Homecoming King, Immigrant Acts, Coolies and Cane, Impossible Subjects, Soldiering through Empire, The Oriental Obscene, Alien Capital, Partly Colored, and Dangerous Crossings. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis or genre recreation.*

20th/21st c.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for ASIA, GLBL-paired.

Fall 2021. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### ENGL 047B. Alternate War Histories of Asia/America

*In what ways do cultural disparities and conflictual historical experiences lead to not only different perceptions of reality but in fact multiple realities? Anchored in two wars-World War II, from which the US emerged as a world power, and the Vietnam War, the first televised war and America's "unwinnable war"-this course focuses on Asian/American entanglement and the worlds to which it gives rise. There are multiple Japans that emerged in World War II: the empire that might have conquered the US, as imagined in the alternate history of The Man in the High Castle; the lost land of origin that has brought trauma on its "heirs," the Japanese interned by the US; the Japan experienced by comfort women in Asia. Similarly, the story of the Vietnam War has been told almost exclusively from an American viewpoint. Yet The Sympathizer promises to tell another story: not only of the US in Vietnam as seen by the Vietnamese but of the Vietnamese in America, indeed of two Vietnams. What might we learn from alternate (hi)stories about the political functions and ontological power of narrative? Texts may include The Man in the High Castle, No-No Boy, Comfort Woman, The World at War, Cold War, Apocalypse Now, Vietnam War protest poetry, The Sympathizer, Night Sky with Exit Wounds, We Should Never Meet, Forgetting Vietnam, Maya Lin, and the Vietnamese Oral History Project, along with theoretical texts on war and reality. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis.*

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GLBL-paired, PEAC.

Fall 2021. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### ENGL 047D. Southeast Asian Literature in English

*In traditional terms the part of the world between China and India, Southeast Asia lies at a global crossroads where the giants of the continent have historically spread their influence and where the East met the West due to the European scramble for "the (East) Indies." Its position at these borderlands has made Southeast Asia one of the world's most diverse, but also liminal, sites, as indicated by its elision in history and literary studies (including in postcolonial studies, if not as much in area studies). Given the minor role to which it is relegated in the world and in Asia, how does the history of Southeast Asia get narrated in its literature-in particular, in literature written in or translated into English, the postwar lingua franca? This course charts modern Southeast Asian history through literature from or about its different periods-from the*

colonial era to the world between the wars to independence to the contemporary time. In the process, we will examine the literary strategies invented and adopted by locals to tell their (version of) history as well as the language of transmission—a language that, as it becomes more and more universal, might efface the very thing for which we are looking. Readings will come from mainland and maritime Southeast Asia as well as the diaspora and may include *Dumb Luck*, *The Harmony Silk Factory*, *A Portrait of the Artist as Filipino*, *Only a Girl*, *Insurrecto*, *Virtual Lotus*, and *A/PART*.

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GLOBL-paired

Spring 2022. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

## **ENGL 072. Global Modernisms: Anticolonial Modernism**

In this course, we will survey global fiction from the twentieth- and twenty-first centuries, tracing an arc of modernist literary practices that extends beyond the largely American and European coterie of high modernists. We will put pressure on the geopolitics of literary modernism(s), exploring how historical currents and theoretical frameworks breed new critical lenses for modernist form. And we will ask: what does it mean to be modernist?

20th/21st c.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for GLOBL-core

Spring 2022. Patnaik.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

Core

## **ENGL 076. The World, the Text, and the Critic**

This core course introduces students to critical approaches in contemporary global literatures. We will explore how literature represents the relationship between "the West and the Rest," and examine our own relation to colonial and postcolonial histories. Novels include *White Teeth*, *The God of Small Things*, and *Heart of Redness*.

20th/21st c.

Humanities.

1 credit.

Eligible for GLOBL-core

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

Core

## **ENGL 089. Race, Gender, Class and Environment**

(Cross-listed as SOAN 020M, ENVS 043)

This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for BLST, ENVS, ESCH, GSST, GLOBL-core

Spring 2022. DiChiro.

Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>  
Core

### **ENGL 092. Marxist Literary and Cultural Studies**

*How has Marxist thought informed the study of literature and culture, and how does Marxism speak to us today? This class provides a grounding in the work of Marx and Engels and then investigates how a range of more recent writers have built upon their ideas, particularly in relation to questions about race, gender, sexuality, and late capitalism. We will try out these interpretive approaches on a selection of primary texts, including poetry, pop music, advertisements, radical newspapers, fiction, and film--some assigned and some generated by the class.*

20th/21st c.

Humanities.

1 credit.

Eligible for INTP, GLBL-Core

Fall 2021. Cohen.

Fall 2023. Cohen.

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

Core

### **ENGL 117. Theories and Literatures of Globalization**

*This seminar examines the literary and cultural dimensions of globalization. Pairing novels and short stories by major global writers with ethnographic and historical texts, we will examine the relationship between colonialism and postcolonialism; modernity and globalization; racial formation and the nation-state. By developing a critical engagement with theories of identity and difference, we will explore the ways in which global literatures engender new politics of nationalism, race, and sexuality.*

20th/21st c.

Humanities.

2 credits.

Eligible for GLBL-core

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

Core

### **ENGL 121. Modernism and Forgetting**

*This course is an advanced research seminar on the literatures, cultures, and theories of modernism. Central questions include: How do aspects of psychic life, such as mourning and trauma, exert pressure on literary form? Why do memory's material traces (the archive, the photograph) enthrall the modernist imagination? What ethical or political values attend literary projects of remembering? Of forgetting? We will situate modernist literary practice alongside psychoanalytic, postcolonial, queer, and feminist critique.*

20th/21st c.

Humanities.

2 credits.

Eligible for INTP, GLBL-Core

Spring 2022. Staff.

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

Core

## **Engineering**

### **ENGR 004A. 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. ENGR 004A may not be used to fulfill the requirements for the engineering major or minor.

Natural sciences and engineering.

1 credit.

Eligible for ENVS, ESCH and GLBL - Core.

Catalog chapter: Engineering

Department website: <http://www.swarthmore.edu/engineering>

Core

## **ENGR 007. Art and Engineering 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. Usually offered in alternate years.*

Natural sciences and engineering.

1 credit.

Eligible for GLBL - Core.

Catalog chapter: Engineering

Department website: <http://www.swarthmore.edu/engineering>

Core

## **ENGR 010. Fundamentals of Food Engineering**

*In this course, we will study the scientific principles that will enable students to understand why a variety of ingredients, recipes, and cooking processes function the way they do, and why they sometimes don't work as well as expected. The course will include lectures, demonstrations, and laboratory exercises. There are no prerequisites for this course, and it is open to all students, but it cannot be used to fulfill the requirements for a major or a minor in engineering.*

Natural sciences and engineering practicum.

Lab required.

1 credit.

Eligible for GLBL - Core.

Spring 2022. Molter.

Spring 2023. Molter.

Catalog chapter: Engineering

Department website: <http://www.swarthmore.edu/engineering>

Core

## **Environmental Studies**

### **ENVS 022. Environmental Policy and Politics**

*(Cross-listed as POLS 043)*

*Topics in environmental politics, policy, and law. In the United States, we focus on national regulation and proposals for more flexible responses to achieve environmental goals; environmental movements and environmental justice; the role of science in democratic policy-making; courts and the impact of federalism, the commerce clause, and rights on regulation. The course also considers the role and efficacy of supranational institutions and NGOs and controversies between more and less developed nations. Topics include most of the following: air and water pollution, common-pool resource problems, toxic and radioactive waste, sustainable development, food, natural resource management, wilderness, environmental racism, effects of climate change.*

Social Sciences.

1 credit.

Eligible for ENVS, CBL, GLBL-Paired

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

GLBL-Paired

### **ENVS 042. Ecofeminism(s)**

(Cross-listed as ENGL 089E)

An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.

First year students need instructor's approval.

1 credit.

Eligible for CBL, ENVS, ESCH, GLBL - Core, GSST, INTF

Fall 2023. Di Chiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

Core

## Film and Media Studies

### FMST 025. Television Studies

This course introduces students to major trends in critical thought regarding electronic media, including the rise of broadcast television, recent developments in narrowcast or niche programming and distribution, and the relationship among media industries, advertisers, and audiences. Special attention will be given to probing and historicizing the formal concepts of broadcast and digital TV, examining our ongoing cultural adaptation to emerging screen technologies and their attendant narrative and audiovisual forms. Coursework includes weekly blogging, one analytical paper, presentations, and the production of a creative TV-related project.

Required of majors for classes 2024 and after.

Prerequisite: FMST 001

Humanities.

1 credit.

Eligible for FMST, DGHU, GLBL-Core

Spring 2023. Simon.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

Core

### FMST 050. What on Earth Is World Cinema?

Is there such a thing as world cinema, or is the concept a naïve or imperialist one? 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 (Korea, Taiwan), Latin American, European, and U.S. independent cinemas. Special attention to how film festivals, journalism, and cinephile culture confer value.

Humanities.

1 credit.

Eligible for FMST, GLBL-Core

Spring 2023. White.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

Core

### FMST 051. European Cinema

(Cross-listed as LITR 051G, GMST 051)

Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.

Humanities.



*1 credit.*

*Eligible for FMST, GMST, GLBL-Paired*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

*Paired*

## **FMST 058. Film and Place: West African Filmmakers at Home and Abroad**

*Crosslisted with LITR 078F.*

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Téno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for BLST, GLBL-paired.*

*Fall 2021. Yervasi.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **French and Francophone Studies**

### **FREN 015. Advanced French II: La France et le monde francophone contemporain (W course)**

*This course gives students the opportunity to further develop French language skills through the study of articles, essays, and images. Engage in reading, discussing, and writing about cultural and visual texts selected from ads, newspapers, literature, television shows, comic strips, videos, and film from France and the Francophone World. Controverses (textbook) will be used for learning in-depth the art of writing in French. Particular attention will be paid to oral and written communication and cultural analysis. FREN 014 or placement required.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2021. Yervasi.*

*Spring 2022. Robison.*

*Fall 2022. Robison.*

*Spring 2023. Yervasi.*

*Fall 2023. Gueydan-Turek.*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

*Paired*

### **FREN 045B. La France et le Maghreb**

*This course examines the relationship between France and the Maghreb, two cultural spaces that are simultaneously united and divided by their common violent colonial history. Through the study of novels, films, art work and theoretical texts, we will trace the evolution of this conflicted relationship from the 1950's to present times. We will focus, in particular, on the following topics: (post) colonialism and nationalism, diglossia and Francophonie, gendered representation, immigration and exile, transculturation and globalization.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Spring 2022. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

*Paired*

## **FREN 045D. Le monde francophone: Cinémas africains**

*This course is an introduction to the filmmakers and history of Francophone West African cinemas, including film, video, and new media. Students will study the history and culture of this region, be introduced to key film concepts, and develop their ability to do in-depth film analysis. Students must attend weekly screenings.*

*Prerequisite: FREN 015 or instructor permission.*

*Humanities.*

*1 credit.*

*Eligible for BLST, FMST, GBLB-paired*

*Spring 2024. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

*Paired*

## **FREN 111. Désir (post)colonial**

*This course addresses how the colonial encounter has shaped modern perceptions of race, ethnicity, gender, and sexuality through the production, circulation and consumption of deformed images of its colonial subjects. From noble savages and whimpering slaves to hideous monsters and seductive harem girls, we will examine the dynamics of representation embedded in colonial narrations and visual constructions of the "Other," focusing on conceptualizations of power as they relate to race, sexual politics and the gendering of the colonial subject. Primary texts include literature of the slave trade, orientalist fictions and photographs, colonial films, museum exhibitions and world's fairs, and contemporary works of fiction that deal with the legacy and sometimes continue the colonial desire.*

*Has a Francophone component. May be taken for 1 credit with permission from the instructor.*

*Humanities.*

*2 credits.*

*Eligible for BLST, ISLM, GSST, GBLB - Paired*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

*Paired*

## **Gender and Sexuality Studies**

### **GSST 056. Outbreak Narratives: A Medical Humanities Exploration of Literature on Germs, Vampires, and Other Plagues**

*Crosslisted GMST 056/LITR 056G*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze literature depicting both contagious outbreaks and life in isolation. This literary examination will also allow students to explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self. We will find that outbreak narratives enable us both to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability.*

*Using literature in English translation to explore contemporary reactions to cholera, tuberculosis, HIV, as well as to vampires, we will consider how race, gender, class, and historical époques shape illness stories. Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, Heinrich Heine, Fanny Lewald, Namwali Serpell, Gabriel Garcia Marquez, Bertha von Suttner.*

*1*

*Eligible for GBLB-Paired*

*Paired*

## German Studies

### GMST 020. Topics in German Studies I

Topic F'22:

*Literature and Cultural Context*

*This fifth semester class explores key moments in the literary history of Germany (and other German-speaking countries) by reading a series of canonical texts within their socio-cultural and historical context. The class emphasizes reading and writing skills and critical engagement with and questioning of the texts read in the class.*

*Prerequisite: GMST 008 or Placement Test Score of 550 and above.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2022. Werlen.*

*Fall 2023. Werlen.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

*Paired*

### GMST 056. Outbreak Narratives: A Medical Humanities Exploration of Literature on Germs, Vampires, and Other Plagues

*(Cross-listed as LITR 056G)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-paired, GSST*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

*Paired*

## History

### HIST 003A. Modern Europe, 1789 to 1918: Revolutionaries, Citizens, and Subjects in Europe's Long 19th Century

*This course surveys European history from the French Revolution to the aftermath of World War I. We will explore the European revolutionary tradition, the extension of citizenship, the emergence of nationalism, and the territorial expansion of Europe. The course will hone your primary source analysis skills.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for GLBL - Paired*

*Fall 2021. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

*Paired*

### **HIST 003B. Modern Europe, 1918 to the Present: Hot Wars, Cold Wars, Culture Wars**

*This course surveys major developments in Europe from the end of the 19th century to the end of the 20th century.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for GMST, GLBL-Paired*

*Spring 2023. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

*Paired*

### **HIST 006B. The Modern Middle East**

*This survey class introduces students to Middle Eastern history from the late eighteenth century to the present. We will cover the major political, social, and cultural developments in the region during this period and examine how Middle Eastern societies and cultures have been represented over the last two centuries.*

*Social sciences.*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Spring 2022. Shokr.*

*Spring 2023. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

*Paired*

### **HIST 007B. African American History, 1865 to Present**

*Students in History 7B investigate the history of African Americans from Reconstruction through the 21st century. Historical monographs, autobiography, film, and literature reveal the story of emancipation, political activism, industrialization, and transformations in cultural identity from Jim Crow to the election of the nation's first Black president.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-paired*

*Spring 2022. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-Paired*

Fall 2022. Burke.  
Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

### **HIST 030. Glory Days? Western Europe's Postwar 1945-1975**

*Though sometimes called the trente glorieuses (glorious thirty), the decades after World War II witnessed upheaval in Western Europe. We will analyze these years, which witnessed the Marshall Plan, decolonization, and student protest. We will interrogate how to define a Western European space, with an eye toward empire, European integration, and the Cold War.*

*Social sciences.*

*1 credit.*

Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

*Paired*

### **HIST 036. Fascinating Fascism**

*This course explores the various manifestations of fascism as an ideological, cultural, and political movement in Europe from 1919 to 1945. Special attention will be paid to Spain, Italy, Germany, Romania, and England.*

*Social sciences.*

*1 credit.*

*Eligible for GMST, PEAC, GLBL-Core*

Catalog chapter: History  
Department website: <https://www.swarthmore.edu/history>

*Core*

### **HIST 060. The East India Company, 1600-1857**

*The course explores the history of the East India Company, paying special attention to the 18th century and attending to how the history of the East India Company engages questions of capitalism, empire, race, justice, and modernity.*

*Prerequisite: A HU or SS course within TriCo.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

Fall 2023. Azfar.

Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

*Paired*

### **HIST 065. Cities of (Im)migrants: Buenos Aires, Lima, Philadelphia, and New York**

*Why do people move? Who participates in the migration process? How do local political, cultural, and economic conditions and broader global capitalist forces shape individual/family decisions to migrate? What forces mold (im)migrants' adjustments to the new cities? When do (im)migrant groups become communities? This course explores the adjustment of European immigrants in Buenos Aires, internal migrants in Lima, and Latinos in Philadelphia and New York and their roles in the making of modern metropolis.*

*Prerequisite: HIST or LALS course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GLBL-core*

Spring 2023. Armus.

Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

*Core*

### **HIST 066. Making Sense of Being Sick: the Social Construction of Diseases in the Modern World**

*Discussing Latin American, European, African, Asian, and North American cases, this course examines public health strategies in colonial and neocolonial contexts; disease metaphors in media, cinema, and literature; ideas about hygiene, segregation and contagion; outbreaks and the politics of blame; the medicalization of society; and alternative healing cultures.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GBLB-core, INTP, LALS*

*Fall 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

*Core*

### **HIST 067T. Digging through the American Tobacco Archives: Public Health, Corporate Deception, and Cigarette Smoking in the 20th Century**

*This course examines the worldwide transformation of cigarette smoking from a celebrated and well-accepted habit into a medicalized, risky, and regulated practice. We will research the Truth Tobacco Industry Documents Archive, an online repository with thousands of documents produced by the deceptive workings of big American tobacco corporations aiming at undermining the medicalization of the cigarette smoking habit worldwide. Individual or group research projects might deal with the Latin American region or other areas of the world.*

*Prerequisite: HIST or LALS course.*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-paired, LALS*

*Fall 2021. Armus.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 080B. Biopower vs Necropolitics: Empires of Life and Death, 1622-2003**

*"Biopower" and "necropolitics" - two of the major buzz-words of our time - are often used interchangeably even though Achille Mbembe, who coined the term "necropolitics" (the politics of death) in a seminal article from 2003, was critiquing the idea of "biopower" (the politics of life) as it had been developed for decades in the work of Michel Foucault. This course locates these two concepts in the work of these two scholars. We will study the periods they reference - from the Jamestown Massacre in 1622 to the "War on Terror" in the early 2000s - and look as well at the work they have inspired. In the first two weeks of the class, we will use these concepts and historical readings to create an alternative timeline of imperial history. The final projects will explore how this alternate timeline can help us write better, deeper, and more convincing histories of the present.*

*Prerequisite: A history, HU, political science, sociology, or anthropology course at Swarthmore or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

*Core*

### **HIST 126. Internationalism and Supranationalism in Modern Europe**

*This honors seminar will analyze experiments and schemes for organizing the world, ranging from realized projects like the League of Nations and the European Economic Community to unrealized projects like the European Defense Community. We will discuss internationalism and integration in a variety of forms, ranging from Third Worldist solidarity to cultural projects like Eurovision. Emphasis will be placed on the goals of internationalism, tensions between internationalism and nationalism, and historiographical debates about international institutions' legacies.*

*Social sciences.*

*2 credits.*

*Eligible for GBLB - Paired*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

*Paired*

### **HIST 143. Political Economy of the Middle East: Theory & History**

*This honors seminar will survey existing literature on the political economy of the Middle East. We will read work from various subfields in Middle East history, including labor history, social history, agrarian history, histories of women and gender, histories of colonialism and decolonization, environmental history, and histories of economic thought. In doing so, we will engage both older traditions of historical and social scientific inquiry and more recent, theoretically innovative scholarship that is advancing a renewed interest in the study of political economy and assess the contributions and/or merits of different approaches.*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL-Paired*

*Fall 2021. Shokr.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

*Paired*

## **HIST 149. Reform and Revolutions in Modern Latin America**

*The historical problem of change-political, economic, social, and cultural-in peripheral Latin America. It emphasizes nation-building capitalist ideas, populist experiences that produced deep reformist transformations, and revolutionary processes that started very radical and over time became moderate.*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL-Paired, LALS, PEAC*

*Fall 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

*Paired*

## **Japanese**

### **JPNS 036. Environment, Cultural Memory, and Social Change in Japan**

*(Cross-listed as PEAC 036, ENVS 047)*

*This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GLOBL-Paired*

*Spring 2023. Gardner.*

*Fall 2023. Gardner. Crossan.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <https://www.swarthmore.edu/japanese>*

*Paired*

### **JPNS 073. Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature**

*Cross-listed with LITR 073J*

*This seminar-style course will challenge the myths of Japanese ethnic homogeneity and cultural isolation and will explore how modern "Japanese" literature crosses national and cultural borders. Topics to be examined include Japanese authors writing from abroad, colonial and postcolonial literatures, migration and writing in the Japanese diaspora, and the writings of ethnic minorities in Japan, including writers from Okinawa and Japan's resident Korean community. Readings and discussion will be in English but students with reading knowledge of Japanese will be encouraged to read works in the original.*

Humanities.

1 credit.

Eligible for CPLT, ASIA, INTP, GBLB-paired.

Fall 2021. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

## Russian

### **RUSS 014. The Russian Novel: Revolution, Terror and Resistance**

(Cross-listed as LITR 014R)

*What does a culture look like after it undergoes a series of revolutions-sexual, political, linguistic-in short succession? To answer this question, this course surveys the Russian novel and its contexts from the years following the Bolshevik Revolution, through the Soviet period, and into the post-Cold War era.*

*A battle of values in the early USSR between a rebel and a sausage maker. First love and the Russo-Japanese war through the eyes of a child. A dystopian, Kafkaesque tale of an individual awaiting his execution. Stalin's purges, Gulag labor camps, and the women who fight for their sons. A murder-mystery in the depths of the Russian provinces. The fall of the Soviet Union and the tragedy of those it left behind. A time traveler born in 1900 who awakens in 1999 and must reconstruct the Russian 20th Century.*

*All are welcome. Taught in translation. No previous knowledge of Russian language or culture required.*

Humanities.

Writing course.

1 credit.

Eligible for GBLB-paired

Fall 2022. Staff.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 026. Russian and East European Science Fiction**

(Cross-listed as LITR 026R)

*Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanisław Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.*

Humanities.

1 credit.

Eligible for CPLT, GBLB-Paired

Spring 2023. Forrester.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

Paired

### **RUSS 037. Crime or Punishment: Russian Narratives of Captivity and Incarceration**

(Cross-listed as LITR 037R)

*"Bless you, prison, for having been in my life!" - Solzhenitsyn. While the Gulag remains the most infamous aspect of the Soviet justice system, Russia has a long history of inhumane punishment on a terrifying scale. This course explores narratives of incarceration, punishment, and captivity from the 17th century to the present day. In discussing (non-)fiction, history, and theory, we will consider such topics as justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering.*

*Authors include Dostoevsky, Tolstoy, Chekhov, Kropotkin, Akhmatova, Solzhenitsyn, Pussy Riot, Navalny, Michel Foucault, Susan Sontag, and Angela Davis, among others.*

*We'll also have the opportunity to speak with two of our writers, Ali Feruz (jailed Uzbek journalist + LGBTQ+ rights activist) and Oleg Navalny (served 3.5 years on false charges + brother of Russian opposition leader Alexei Navalny).*



*Taught in translation; no knowledge of Russian language or culture required. All are welcome.*  
*Humanities.*

*1 credit.*

*Eligible for PEAC, INTP, GLBL-Paired, ESCH*

*Fall 2023. Vergara.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

*Paired*

## **RUSS 043. Chernobyl: Nuclear Narratives and the Environment**

*(Cross-listed as LITR 043R)*

*What really happened on April 26, 1986? This course will introduce students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures. Texts will be drawn from (non-)fiction, poetry, film, TV, video games, VR, and other media, as we consider the labyrinth of Chernobyl's mythology through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Fields trips and guest speakers. The final class project will involve an installation at McCabe Library. Taught in translation. No knowledge of Russian required. Open to all.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ENVS, INTP, GLBL - Paired*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

## **Linguistics**

### **LING 002. First-Year Seminar: Taboo**

*Taboo terms vary in topic across language communities: religion, sex, disease and death, and bodily effluents are common, but other topics can appear, often depending on nonlinguistic factors (community size, demographics, and cultural beliefs). Taboo terms also vary in how they are used: exclamations, name-calling, and maledictions are common, but other uses can appear, such as modifiers and predicates. Over time less common uses tend to semantically bleach, so that historical taboo terms can be used without hint of vulgarity or rudeness. These less common uses can fall together with slang in exhibiting linguistic behavior unique within that language, at the word level and the phrase and sentence level, behavior that is telling with respect to linguistic theory. Each student will choose a language other than English to investigate.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for INTP, GLBL.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 063. Supporting Literacy Among Deaf Children**

*(Cross-listed at THEA 033 )*

*In this course, we will consider ways to promote literacy among young deaf children, including introducing them to sign language literature and the visual vernacular and encouraging shared reading activities with their care-takers. This course is jointly offered at Gallaudet University. The GALLY students will re-envision beloved picture books in a way that reflects deaf culture and video-record themselves telling those stories. The SWAT students will give (remote) feedback on those videos and then produce the revised versions in the form of YouTube videos and ebooks for the RISE Ebook project website. These bimodal-bilingual stories will be designed so that adults can share them with deaf children regardless of their knowledge of a sign language (or lack thereof).*

*Prerequisite: A background in linguistics, theater, film, early childhood development, or education would be helpful.*

*Corequisite: Students taking the course remotely must have access to an Apple computer or iPad with iBooksAuthor and must have access to film-editing programs. Students also need to have a rudimentary knowledge of a sign language (such as ASL) or concurrently take an attachment in ASL language.*

*Social sciences.*

*1 credit.*

*Eligible for INTP, GLBL - Core*

Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>  
Core

### **LING 073. Computational Linguistics**

*(Cross-listed as CPSC 013 )*

*This course explores the possibilities for creating computational resources for languages for which vast collections of text don't exist. Students will choose a language lacking in computational resources and develop tools for it. The focus will be on creating nuanced symbolic representations of the language that can be employed by computers, to the benefit of both language researchers who wish to test grammatical models, and language communities which lack the social capital to benefit from corporately developed resources. Topics covered include input methods and spell-checking, morphological analysis and disambiguation, syntactic parsing, building corpora, and rule-based machine translation, with an emphasis on anti-colonial methodologies and free/open-source technologies.*

*Prerequisite: LING 001 (or equivalent) or CPSC 021 (or equivalent), or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Eligible for ASIA, COGS, GBLB-core*

*Spring 2022. Washington.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

*Core*

### **Literatures in Translation**

#### **LITR 018FJ. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

*(Cross-listed as JPNS 018, FREN 018)*

*This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.*

*There is a 0.5 credit French Attachment for students reading in French (FREN 018A).*

*Humanities.*

*1 credit.*

*Eligible for GBLB-Paired*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

*Paired*

#### **LITR 056G. Outbreak Narratives**

*(Cross-listed as GMST 056)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly*

shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.

Humanities.

1 credit.

Eligible for GLBL-Paired, GSST

Catalog chapter: Modern Languages and Literatures: German Studies

Department website: <https://www.swarthmore.edu/german-studies>

Paired

## LITR 074F. The Shadow of the Enlightenment

Crosslisted with FREN 074.

The following course offers a critical examination of the central ideas guiding the French Enlightenment, paying particularly close attention to the notion of "otherness" underlying the Enlightenment project—that is, that which is facilely left out in the eighteenth century's valorization of reason. In opposition to the Enlightenment idea of the rational man is the irrational animal, a binary that materialist thinkers like La Mettrie and Condillac are quick to blur; in opposition to the Declaration of the Rights of Man and of the Citizen (the crowning civil rights document from the French Revolution) is Olympe de Gouges' Declaration of the Rights of Woman and of the Female Citizen, a text that criticizes eighteenth-century gender inequalities; in opposition to the Enlightenment's enormous blind spots surrounding race is Claire de Duras' *Ourika*, a novel that decries the pervasive racism of the eighteenth century. Throughout the semester, we will study the novels, essays, and dialogues that shape the major ideas of the Enlightenment (and the revolutionary modes of thinking that accompany it), while also studying that which lies in the shadow of the Enlightenment. Authors include: Voltaire, Diderot, Rousseau, Condillac, La Mettrie, Gouges, Duras.

Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 074A).

Humanities

1 credit.

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

Core

## LITR 077F. Reading While Crossing Three Continents

(Cross-listed as FREN 077)

You are invited to a cross-cultural exploration of various populations of the Francophone world, through the study of different media and topics, relevant to contemporary societies in France, West Africa and Central America. Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 077A).

Humanities.

1 credit.

Eligible for BLST, GLBL - Core

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

Core

## LITR 078F. Film and Place: West African Filmmakers at Home and Abroad

Crosslisted with FMST 058.

The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Teno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.

Humanities.

1 credit.

Eligible for BLST, GLBL-paired

Fall 2021. Yervasi.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## Music

### **MUSI 005A. Music and Dance Cultures of the World**

(Cross-listed as SOAN 020D)

*In this course we take an ethnomusicological approach to examine music and dance cultures from around the world. We will consider music and dance both in and as culture with attention to social, political, and historical contexts. Topics will include identity, race, ethnicity, gender, class, religion, memory, migration, globalization, tourism, and social and political movements. The course will provide an opportunity to develop critical listening and analytical skills to discuss sound and movement.*

Humanities.

Writing course.

1 credit.

Eligible for GLBL - Core

Fall 2021. Stewart.

Fall 2022. Stewart.

Fall 2023. Staff.

Catalog chapter: *Music and Dance: Music*

Department website: <https://www.swarthmore.edu/music>

Core

### **MUSI 006A. Music in Times of War and Disease**

*For centuries, and across the globe, music has accompanied, amplified and responded to the most cataclysmic moments in human history. From the so-called "Black Death" pandemic of the Middle Ages to the total warfare of the twentieth century to the "gray-zone" conflicts of the new millennium, music has been employed to manipulate, protest, comfort, witness, and also to process human pain and grief. This course considers the current pandemic's impact on music in a global-historical context of war and pestilence, seeking to understand how these phenomena have affected musical sounds, and how music-making has contributed to human resilience. What will be the enduring repercussions of this historical moment on the future of musical expression?*

Eligible for GLBL-Core, PEAC

Core

### **MUSI 006C. Music and the Battle Between Good and Evil**

*Who has the power to control music? How can music function in extreme states? Is it different than what it sounds like in periods of normalcy? This course will explore music within the context of totalitarian regimes of the 20th century. Beginning with Stalin and Socialist Realist aesthetics in the Soviet Union of the late 1920s, we'll move westward to look at the rise of Hitler and the Nazis in 1930s Germany, and then east to Mao's Chinese Cultural Revolution (1966-1976). We will consider how these leaders attempted to impose political ideology on the contours of musical expression in their countries, and how individuals forged personal meanings for these musics. We will turn to contemporary memories (examining first person accounts, memoirs, and survivor testimonies) in order to explore moments in which individuals succeeded in subverting control. We will consider sources ranging from mass songs to epic musical theatre, marches to model revolutionary ballet, as well as propagandistic films and poster art.*

Humanities.

1 credit.

Eligible for GLBL-core

Catalog chapter: *Music and Dance: Music*

Department website: <https://www.swarthmore.edu/music>

Core

### **MUSI 006D. Performing Resistance: Black Music and Protest in the African Diaspora**

*This course explores African diasporic music as it's been used in performative acts of resistance and protest in the United States, the Caribbean, and South America. We will consider instances when music and movement have been deployed in response to political, economic, and social tyranny in the past and in the present.*

*Eligible for GLBL - Paired, PEAC, BLST*

*Fall 2021. Stewart.*

*Spring 2022. Stewart.*

*Catalog chapter: Music*

### **MUSI 008B. Music, Race and Class**

*(Cross-listed as BLST 008B)*

*What is the power of music? How can music empower individuals and groups in the fight for justice? In this course we will investigate contemporary case studies from around the world when groups have employed music to confront racism and classism in pursuit of social justice. Case studies include Apartheid South Africa, Buraku Taiko drummers in Japan, and the Kamehameha Schools Songs Contest in Hawai'i. Students will complete an original community project to share their course experience with other students on campus. Open to all students without prerequisite.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, BLST, GLBL-Core*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

*Core*

### **MUSI 009B. Music as Oral Tradition**

*"Until the lions have their own historians, the history of the hunt will always glorify the hunter." This African proverb, popularized by Nigerian novelist Chinua Achebe, reflects the absence of the voices of colonized subjects in recorded histories of colonial domination.*

*This course explores the music and oral traditions of African and African diasporic peoples as legible historical records that are valuable and credible receptacles of, and sources for the dissemination and comprehensive production of world knowledge. As receptacles of knowledge, the living archives of song, instrumental music, dance, storytelling, traditional foods, and spiritual practice offer communities a mode for remembrance, and for teaching, learning, and preserving valuable social information. As sources of knowledge production, the records that inhabit these living archives represent colonial histories from the perspective of the colonized, on their terms.*

*During this course, students will use selected case studies to examine how the living archives of colonized African and African diasporic people in continental Africa, the Caribbean, and the Americas have been influential in chronicling past and present struggles. They will consider how these records remain vital to communities' ability not just to survive, but to thrive in the twenty-first century and beyond.*

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*Eligible for GLBL - Paired, Lang Engaged Scholarship, BLST*

*Spring 2022. Stewart.*

### **MUSI 022. 19th-Century European Music**

*This survey considers European art music against the background of 19th-century Romanticism and nationalism. Composers to be studied include Beethoven, Schubert, Chopin, Berlioz, Robert and Clara Schumann, Wagner, Verdi, Brahms, Dvorak, Musorgsky, and Chaikovsky.*

*Prerequisite: MUSI 011 or the equivalent.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2021. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

*Paired*

### **MUSI 031. Music and Culture in East Asia**

*This course examines music and culture in East Asia with a focus on a selection of contemporary case studies. The course is divided into three units of China/Taiwan/Hong Kong, Japan, and Korea. Each unit will begin with an introduction to leading musical traditions of the area including main instruments, ensemble, and musical genres. We will then closely examine case studies from the 20<sup>th</sup> and 21<sup>st</sup> centuries with attention to music and significant social, political, and historical contexts. Students will develop critical reviews of scholarly articles and facilitate class discussions based on assigned reading and listening materials. Additional coursework includes performance workshops, reading, and listening.*

*Next offered Fall 2023.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GBLB-Paired*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

*Paired*

## **MUSI 100. Ethnomusicology Seminar**

*(Cross-listed as SOAN 100)*

*Ethnomusicology is an academic discipline that examines music in and as culture. This course examines how the interdisciplinary field has developed over the 20<sup>th</sup> and 21<sup>st</sup> centuries through an investigation of its origins, approaches, methodologies, and contemporary theoretical questions. Course readings will address the relationships between music and a variety of conceptual themes including race, ethnicity, identity, nationalism, Diaspora, globalization, and gender. The music cultures we will examine in this course represent a wide range of cultures, geographic regions, musical genres, and historical periods. Students will complete introductory exercises in research, transcription, analysis, ethnographic fieldwork, & performance.*

*Humanities.*

*1 credit.*

*Eligible for GBLB-core*

*Fall 2022. Ouyang.*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

*Core*

## **Peace and Conflict Studies**

### **PEAC 039. Social Entrepreneurship for Social Change**

*Social entrepreneurship is concerned with entrepreneurial responses to demanding and unmet social needs (not adequately served by market or by state). Through in-depth case analysis, we will consider the context of social entrepreneurial activity (such as the peace and reconciliation movement in Northern Ireland), the individuals who become engaged in impacting social need (locally, nationally and globally), along with organizing and undertaking activities and addressing needs effectively. Limited to 15 students.*

*Non-distribution.*

*1 credit.*

*Eligible for GBLB-Core*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 043. Gender, Sexuality, and Social Change**

*ANTH 044*

*How has gender emerged as an analytical category? How has sexuality emerged as an analytical category? What role did discourses surrounding gender and sexuality play in the context of Western colonialism in the Global South historically as well as in the context of Western imperialism in the Global South today? How are gender and sexuality-based liberation understood differently around the world? What global social movements have surfaced to codify rights for women and LGBTQ populations? How has the global human rights apparatus shaped the experiences of women and queer communities? What is the relationship between gender and masculinity? What are the promises and limits of homonationalism and pinkwashing as theoretical frameworks in our understanding of LGBT rights discourses? When considering the relationship between faith and homosexuality, how are religious actors queering theology? How do we define social change with such attention*

to gender and sexuality?

Social sciences.

Writing course.

1 credit.

Eligible for PEAC, GSST, INTP, GLBL- Core, ESCH

Fall 2022. Atshan.

Catalog chapter: Peace and Conflict Studies

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

Core

## **PEAC 071B. Research Seminar: Global Nonviolent Action Database**

*SOCI 071B*

*This research seminar involves working with The Global Nonviolent Action Database built at Swarthmore College. This website is accessed by activists and scholars worldwide. The database contains crucial information on campaigns including those for human rights, democracy, environmental sustainability, economic justice, national/ethnic identity, and peace. Students will investigate a series of research cases and write them up in two ways: within a template of fields (the database proper) and also as a narrative describing the unfolding struggle. Strategic implications will be drawn from theory and from what the group is learning from the documented cases of people's struggles.*

*Social Science.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GLBL-core*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

*Core*

## **PEAC 135. Social Movements and Nonviolent Power**

*SOCI 135*

*In this two-credit Honors seminar, we will study the global proliferation of the strategic use of nonviolent tactics and methods and investigate the power in social relations upon which collective nonviolent action capitalizes. We will also address sociological literature on the emergence, maintenance, and impact of social movements. For examples of the kinds of case studies covered in this seminar, visit <http://nvdatabase.swarthmore.edu>*

*Non-distribution.*

*2 credits.*

*Eligible for PEAC, GLBL-core*

*Spring 2023. Smithey.*

*Fall 2023. Smithey.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

*Core*

## **Philosophy**

### **PHIL 021. Social and Political Philosophy**

*In this seminar, we will examine in-depth philosophical approaches to the theory and practice of law. We begin with the classical theoretical questions. We cover the foundations of law as explained through legal positivism, natural law, and critical legal theory. We examine the roles of lawmakers, citizens, and judges. We then move to questions with a more practical dimension. We discuss the foundation for criminal law and punishment as well as issues of racism and sexism in law. Other topics include individual rights, paternalism, policing, privacy, and technology. The focus of this course is to explore the relationship between the individual and the state. We will examine three different conceptions of individuals and the three different theories of the state to which they give rise: political realism, political liberalism, and critical political theory. First we examine the historical foundations of these three theories. Then we will read contemporary work on particular issues in order to draw out the implications of the three frameworks. We will see how each framework deals with questions about censorship, personal liberty, civil disobedience, and national security.*

*PEAC eligible with the approval of the instructor.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

Humanities.  
1 credit.  
Eligible for GLBL-core  
Spring 2023. TBD.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>  
Core

### **PHIL 035. Environmental Ethics**

*Environmental ethics deals with normative moral and political questions and issues concerning the environment. Here are some questions we will examine. Who counts in environmental ethics: only humans, all animals, plants, too, or all forms of life, even ecosystems? Should species, natural habitats, or wilderness be preserved for their own sake? What ethical questions does climate change raise and how could and should we answer them? How should we think about our relation to nature and our use of technology in general?*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

Humanities.  
1 credit.  
Eligible for ENVS, ESCH, GLBL-core  
Fall 2022. Thomason.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>  
Core

### **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.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

Humanities.  
1 credit.  
Eligible for INTP, GLBL-Paired  
Fall 2022. Lorraine.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>  
Paired

### **PHIL 051. Human Rights and Atrocities**

*Are there such things as human rights? If so, where do they come from and how are they best conceived? What should we do when they are violated? This course examines the theoretical underpinnings of human rights. To try to understand and answer these questions, we will read traditional philosophical arguments and accounts of human rights in addition to philosophical examinations of atrocities like genocide. We will then use the philosophical works to examine specific historical examples of human rights violations such as genocide, war rape, and apartheid.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

Humanities.  
1 credit.  
Eligible for PEAC, GLBL-Core  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>  
Core

## **Physics**

### **PHYS 001C. Climate Change: Science and Responses**

*(Cross-Listed with ENVS 010)*

*A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and*



atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change.

Natural sciences and engineering.

1 credit.

Eligible for ENV5, GLBL-Core

Spring 2022. Eric Bell.

Catalog chapter: Physics and Astronomy

Department website: <http://www.swarthmore.edu/physics-astronomy>

Core

## Political Science

### **POLS 003. Politics Across the World (CP)**

*This course teaches students how to analyze and compare the politics and societies of countries around the world. Topics vary by instructor but may include the origins of the contemporary system of nation-states, the consolidation and breakdown of democratic and authoritarian political regimes, the ways that the "rules of the game" in politics structure competition and favor certain groups over others, the politics of economic development and globalization, the nature and dynamics of social movements, revolutions and civil wars, and the role of identities, ideologies, and religious beliefs in shaping patterns of political development, and conflict, and inclusion/exclusion. The course also provides an introduction to some of the main theories, concepts, and methods used by political scientists who engage in the art of comparative politics. To explore these themes, we draw examples from a variety of countries and regions across the world.*

Comparative

Social sciences.

1 credit.

Eligible for GLBL-Core

Spring 2022. White.

Fall 2022. Handlin.

Spring 2023. Balkan.

Fall 2023. Handlin.

Spring 2024. White.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

### **POLS 004. Introduction to International Relations (IR)**

*In this course, we will explore the fundamental concepts of the field of international relations. Students will learn the basic facts about international conflict, the international economy, international law, development, and the world environment, among other things. Furthermore, we will study the fundamental theoretical concepts and theories of international relations. Using these theories, students will be able to sort through arguments about various topics in international relations and make judgment calls for yourself. Finally, students will learn how these concepts have evolved over time and how we can use them to hypothesize what lies ahead for international relations.*

Social sciences.

1 credit.

Eligible for GLBL-Core, PEAC

Spring 2022. Paddon Rhoads.

Fall 2022. Tierney.

Spring 2023. Paddon Rhoads.

Fall 2023. Tierney.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

### **POLS 030. Diplomacy and Conflict Resolution (IR)**

*Diplomacy is a crucial part of international politics. This course explores: (1) how and why states negotiate; (2) how do states communicate through diplomacy; (3) when do negotiations fail; (4) the role of mediation in negotiation; (5) the role secrecy plays in diplomacy. The course*

introduces students to a range of research skills, including game-theoretic models and historical research. Students will learn how negotiation functions in contemporary contexts, through exploring a range of scenarios, including negotiation with rogue states, state-terrorist bargaining, and great power diplomacy.

Social Sciences.

1 credit.

Eligible for GLBL-Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

### **POLS 031. Borders and Migration (CP)**

*This course, taught in Philadelphia, offers an introduction to the causes and consequences of international migration and examines the political responses of different national communities to the phenomenon. In the first part of the course we will explore why and how people move from one country to another and analyze the strategies through which states attempt to manage mobility and exercise control over their territories. Students will learn about patterns of regular and irregular migration, including economic and undocumented migrants, refugees, and asylum seekers. We will also interrogate the efficacy of border walls and other strategies of containment and control. In the second part of the course we consider how migration transforms both sending and receiving countries and evaluate how countries accommodate (or fail to accommodate) newcomers to their territories. The growing ethnic, religious, and linguistic diversity generated by international migratory flows has spawned fierce debates over national identity, social cohesion, and political stability. In order to make sense of these debates, we will analyze different regimes of immigrant integration, incorporation, and assimilation and evaluate the meaning of citizenship, social membership, and belonging. Classroom meetings will be supplemented with outside lectures and field trips in Philadelphia to observe immigration hearings and to meet with NGOs and community organizations working on issues surrounding migrant rights and refugee re-settlement. This course will be taught in Philadelphia as part of the Tri-Co Philly Program.*

Comparative

Social Sciences.

1 credit.

Eligible for GLBL-Core; INTP eligible; PEAC eligible

Spring 2022. Balkan

Fall 2022. Balkan.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

### **POLS 035. Democracy and Dictatorship (CP)**

*This course examines the nature of democratic and authoritarian governments and explanations for regime change (either from dictatorship to democracy or the reverse). Topics include the relationship between democracy and development, the power (and limitations) of the United States to spur democratization in other countries, the institutional foundations of strong dictatorships, the notion that established democracies might be currently eroding, and the role potentially played by Russia and China in buttressing autocracy in other countries.*

Comparative

Social science.

1 credit.

Eligible for GLBL-Core, LALS-eligible

Spring 2024. Handlin.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

### **POLS 043. Environmental Policy and Politics (AP)**

*(Cross-listed as ENVS 022)*

*Topics in environmental politics, policy, and law. In the United States, we focus on national regulation and proposals for more flexible responses to achieve environmental goals; environmental movements and environmental justice; the role of science in democratic policy-making; courts and the impact of federalism, the commerce clause, and rights on regulation. The course also considers the role and efficacy of supranational institutions and NGOs and controversies between more and less developed nations. Topics include most of the following: air and water pollution, common-pool resource problems, toxic and radioactive waste, sustainable development, food, natural resource management, wilderness, environmental racism, effects of climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENV5 ESCH, GLBL-Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*GLBL-Paired*

## **POLS 045. Disaster Politics and Policies (CP)**

*Cross listed ENV5 021*

*How does the trauma of disaster influence political processes, institutions, and leaders? How do political processes, institutions, and leaders affect disaster events and their aftermath? Do disasters lead to meaningful policy change, or is their impact fleeting? This course examines the political and policy dynamics associated with disasters-- those that are predominantly "natural" (e.g., hurricanes and tornadoes), and those that result mainly from human action or inaction (e.g., airplane crashes, mass shootings, building collapses). Using a variety of cases from different historical periods, different regions of the world, and different levels of political analysis (national, regional, and local), this course will examine the causes and consequences of disaster, policy-making and disaster, and the new professional field of disaster management. We will look critically at the role of NGOs and international aid in disaster relief, as well as international institutions.*

*Comparative*

*Political sciences.*

*1 credit.*

*Eligible for ENV5, GLBL-Core*

*Spring 2022. White.*

*Fall 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Core*

## **POLS 048. The Politics of Population (CP)**

*(Cross-listed as ENV5 023)*

*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.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ENV5, GLBL-Core*

*Spring 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Core*

## **POLS 050. International Relations of East Asia (IR)**

*After the Cold War's conclusion, East Asia emerged as a geopolitical hotspot rife with tension and conflict. The course investigates how regional identity, U.S. presence, historical trauma, nationalism, cultural diversity, and the rise of China shapes the region's security landscape, institutional architecture and international political economy. Students will be expected to draw connections between theory and contemporary examples drawing on historical and culturally sensitive perspectives.*

*Social Science.*

*1 credit.*

*Eligible for GLBL - Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Paired*

## **POLS 052. Comparative Political Theory: Chinese and Western Traditions (TH)**

*This course examines some of the similarities and differences between Western and Eastern traditions of political thought. Through the course, we will introduce the students to the richness of both political theoretical traditions, and critically evaluate some "conventional wisdoms" (e.g. that Confucianism and democracy are antithetical). We will first review the concept of comparative political theory and its methodology, before moving on to discuss a range of classic topics in political theory, such as happiness, liberty and rights. For each topic, we will first review influential voices in the Western tradition before examining influential Chinese texts and exploring whether we may synthesize their insights. We will conclude the course with a discussion of intercultural political dialogue today.*

*This course does not fulfill the department's political theory requirement - only POLS 11, 12, 100, and 101 fulfill the requirement. This course is open to those with no political theory background and open to students who are not POLS majors or minors.*

*Social Sciences*

*1 credit.*

*Eligible for GBLB Core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 054. Identity Politics (CP)**

*The term "identity politics" has become a mainstay of contemporary political discourse. In both scholarly and public debates, it is used to describe and make sense of phenomena as diverse as multiculturalism, white nationalism, civil rights, the women's movement, LGBTI activism, separatist groups, and violent ethnic conflicts. Identity is central to politics, but are all identities political? Where do identities come from and why do they matter for social and political life? Do we have the freedom to choose our own identities or are they ascribed to us by others? And to what extent do our identities dictate what we can do, think, know, or feel? This class offers an introduction to the politics of identity. Over the course of the semester, we will investigate how categories like class, race, gender, ethnicity, nation, religion, and sexuality impact politics and struggles for power around the world. Our readings will explore debates around the politics of recognition and representation, authenticity and cultural appropriation, corporate diversity and neoliberal multiculturalism, positionality and situated knowledge, oppression and empowerment, and intersectionality. Students will have the opportunity to conduct independent research on identity related topics of their choice.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for INTP; GBLB-Core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 056. Patterns of Asian Development (CP)**

*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.*

*Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 058 in Spring 2024.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GBLB-Paired*

*Fall 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Paired*

## **POLS 057. Latin American Politics (CP)**

*This course examines major topics in Latin American politics from the 20th century to the present, with particular emphasis on Brazil, Chile, Mexico, and Venezuela. These topics include the rise and fall of democracies and dictatorships, the spread of neoliberal economic models, the expansion of social policy and anti-poverty programs, the difficulties of combatting corruption, the problem of violence and its relationship to the drug trade, and the recent ascendance of the left.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for LALS, GLBL-Paired*

*Fall 2023. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Paired*

### **POLS 058. Contemporary Chinese Politics (CP)**

*Just how strong is China? Is it on the path to great power status? This course considers those questions by examining the rise of China in recent decades, along with the political, economic and social backdrop to this historic development. Topics will include China's political and economic development, urban and rural unrest, regionalism and nationalism, music and the arts as forms of political expression, environmental politics, law, justice, and human rights, and the role of the military in Chinese politics. Literature, music, online media and video chat with experts will supplement traditional written materials.*

*Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 056 in Fall 2023.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Spring 2024. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Paired*

### **POLS 059. Middle East Politics (CP)**

*This course offers an introduction to the politics of the Middle East and North Africa from World War I to the present. As a region that is popularly perceived as an arena for intractable ethnic and religious conflict, authoritarian political regimes, and social and economic underdevelopment, the Middle East has long been a critical site in global affairs. Recent events such as the toppling of long-standing governments in places like Egypt, Tunisia, and Libya during the so-called "Arab Spring," the electoral successes of Islamist political parties in countries with a history of secular rule such as Turkey, and the repercussions of the on-going civil war in Syria, including the displacement of millions of persons, renewed bids for Kurdish autonomy, and the rise of ISIS have raised new and pressing questions about the future of the region. This course aims to help students contextualize and better understand the current political climate by tracing the roots of these conflicts to the longer history of state and nation formation in the Middle East. Throughout the semester students will learn about political, economic, social, and cultural developments within a number of countries in the Middle East and North Africa. Topics covered include colonialism, imperialism, and nationalism, political Islam, revolutions and social movements, the Arab Spring, and U.S. involvement in the region. No prior knowledge of the Middle East is necessary.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Paired*

### **POLS 061. American Foreign Policy (IR)**

*This course analyzes the formation and conduct of foreign policy in the United States. The course combines three elements: a study of the history of American foreign relations since 1865; an analysis of the causes of American foreign policy such as the international system, public opinion,*

and the media; and a discussion of the major policy issues in contemporary U.S. foreign policy, including terrorism, civil wars, and economic policy.

Prof. Tierney is willing to work with select honors students enrolled in POLS61 in **Spring 2024** to convert this course into an honors prep. Students must be enrolled in POLS61 (no exceptions) for this option, and commit to meeting with Prof. Tierney regularly and fulfilling extra assigned work.

Social sciences.

1 credit.

Eligible for GLBL-Paired

Spring 2022. Tierney.

Spring 2023. Tierney.

Spring 2024. Tierney.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Paired

### **POLS 063. African Politics (CP)**

This course provides an introduction to contemporary African politics with a strong focus on political dynamics in particular African countries. We begin with Africa's political history, examining pre-colonial structures, the impacts of colonialism, the post-colonial state and practices of power. We then examine the social forces that shape contemporary politics (e.g., ethnicity, religion, gender, class) and the range of regime types that have emerged in recent history. The final part of the course focuses on the economic dimensions of politics, conflict dynamics on the continent and the role of local, regional and international actors in addressing development, peace and security issues. The core concepts and theories explored in the course are brought to life through a semester-long reporting project in which students work closely over Skype with experts in the region.

Note distributional change from IR

Social sciences.

1 credit.

Eligible for BLST; GLBL-Paired; PEAC

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Paired

### **POLS 064. African American Political Thought (TH)**

This seminar is an engagement with African American political thought from approximately 1830 to the present. We will focus on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. However, we will also use their texts to explore broader themes in political theory about the meaning of "freedom" and the burdens of democratic citizenship. These include debates among African American intellectuals about coalition building, civil disobedience, violence, organized religion, gender, social class, education, economic organization, and American foreign policy. We will think critically about how African American political thinking both intersects with and challenges Eurocentric philosophical traditions, and how it intersects with intellectual and political movements in the broader African diaspora community.

The syllabus may include thinkers such as David Walker, Frederick Douglass, Sojourner Truth, Martin Delany, Harriet Jacobs, Booker T. Washington, W.E.B. Du Bois, Ralph Ellison, James Baldwin, Martin Luther King Jr., Stokely Carmichael, Harold Cruse, Malcolm X, Angela Davis, Toni Morrison, Cornel West, Clarence Thomas, and Barack Obama.

Social sciences.

1 credit.

Eligible for GLBL, BLST

Spring 2023. Arlen.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 066. International Political Economy (IR)**

This seminar examines how political actors (attempt to) govern as well as shape economic events. The seminar introduces the classic texts of International Political Economy (IPE), such as Adam Smith's *The Wealth of Nations*. It also discusses core contemporary texts and debates in the study of international political economic relations. Topics include the international trading system, global financial and monetary systems,

*the issue of economic development, the Great Recession, and the role of the United States in global economic governance. Through these discussions, the seminar also examines the key institutions in the contemporary governance as well as private actors such as multinational firms. Prof.Kaya is willing to work with select honors students enrolled in POLS 066 to convert this course into an honors prep in IPE (i.e. the equivalent of POLS116). Students must be enrolled in POLS 066 (no exceptions) for this option, and commit to meeting with Prof.Kaya every other Friday and fulfilling extra assigned work.*

*Students taking this course will not be eligible for POLS116A/B.*

*Prerequisite: POLS 004 and an introductory Economics course.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Spring 2023. Kaya.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Core*

### **POLS 075. International Politics: Special Topics: The Causes of War**

*The causes of war is arguably one of the most important issues in the field of international politics. In each week of the course, a candidate theory will be examined, and a specific war will be analyzed in depth to test the validity of the theory. Topics will include revolution and war, capitalism and war, misperception and war, and resource scarcity and war. The course will conclude with a discussion of the future of war, particularly the likelihood of conflict among the great powers.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, GBLB-core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Core*

### **POLS 079. Islam, Race, and Empire (CP)**

*Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core, GMST, ISLM, INTP, GSST*

*Spring 2023. Balkan.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

*Core*

### **POLS 080. Civil Wars (IR)**

*Civil war is the dominant form of political violence in the contemporary world. Since the Second World War, most conflict has been focused within rather than between states (i.e., civil war). Drawing on a thriving and diverse area of scholarship in political science, this course explores the causes, dynamics and consequences of civil wars, as well as regional and international interventions and post-conflict legacies.*

*Among the central questions we will examine are: What are the individual, group and state level factors that may cause civil wars to break out? What are the gendered dimensions of civil war and civilian agency? Why are some civil wars longer and more severe than others? How*

are civilians, households and communities impacted by civil war and how do they cope? How do civil wars end and what can local, regional and international actors do to facilitate their termination? To explore these and other questions, students will be introduced to key concepts, theories and a variety of research approaches, including qualitative, quantitative, and interpretive methods as well as micro- and macro-level analysis. Contemporary and historical cases we will examine include: Syria, South Sudan, Nigeria, Rwanda and Yugoslavia.

Political sciences.

1 credit.

Eligible for GLOBL- core; GSST, PEAC

Spring 2022. Paddon Rhoads.

Fall 2022. Paddon Rhoads

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

## **POLS 081. Global Environmental Governance (IR)**

Cross-listed with ENVS 028

Global climate change, in particular, and environmental issues, in general, have moved to the forefront of public debates. This course examines the governance of these issues from an International Relations perspective. Topics include: multilateral trade agreements and the environment; United Nations processes, agreements, and institutions; climate change finance and environmental foreign aid; multilateral development banks (including the World Bank and the Asian Infrastructure Investment Bank) and environmental governance; non-state actors; social movements; and global environmental governance and great powers. The course will begin with a political-economic conceptualization of global environmental governance and also introduce students to some fundamental concepts in public policy and environmental regulation. Given this is taught primarily from global governance and International Relations perspectives, it is not suited to students looking to engage in particular countries' environmental regulation, though student presentations will examine differences across some countries. It is ideal for students to have taken POLS4 prior to taking this course, and students should be ready to apply basic economic concepts to environmental regulation (without which their understanding of the governance of climate change cannot be advanced).

Prerequisite: One political science course

Social sciences.

1 credit.

Eligible for GLOBL-core; ENVS

Fall 2022. Kaya.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

## **POLS 085. U.S. National Security (IR)**

This course is run in conjunction with the Foreign Policy Research Institute, a think tank in Philadelphia. The course will provide in-depth knowledge of major challenges in US national security as well as an insight into how think tanks operate. Students will meet at the FPRI offices in center city Philadelphia for a seminar, once per week. Each class will feature guest speakers from the academic and policy worlds. The course will cover topics including Syria, Russia, informational warfare and propaganda, artificial intelligence, drones, terrorism, and China and East Asian security. Students will learn about FPRI's research programs, educational activities, podcasts, and journals. The final project will be a research paper that will be communicated to policy-makers in Washington, D.C. and elsewhere.

Social Science.

1 credit.

Eligible for GLOBL - Paired

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Paired

## **POLS 108. Comparative Politics: East Asia (CP)**

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.

Comparative

Social sciences.

2 credits.



Eligible for ASIA, GLBL-Paired  
Fall 2021. White.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>  
Paired

### **POLS 109. Comparative Politics: Latin America (CP)**

*A comparative study of the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, El Salvador, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.*

*Social sciences.*

*2 credits.*

Eligible for LALS, GLBL-Paired

Fall 2022. Handlin

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Paired

### **POLS 113. International Politics: War, Peace, and Security (IR)**

*This seminar will investigate in depth the issues of conflict, security, and the use of force in contemporary international politics. The course will begin by considering the changing meaning of "security" and by analyzing the major theoretical approaches including realism, liberalism, and constructivism. The course will then tackle some of the great puzzles of international security including the clash of civilizations hypothesis, the role of nuclear weapons, civil wars and intervention, terrorism, and human rights.*

*Social sciences.*

*2 credits.*

Eligible for GLBL-Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

Core

## **Psychology**

### **PSYC 034. Psychology of Language**

*(Cross-listed as LING 034)*

*The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do children acquire it so quickly and accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)?*

*Prerequisite: PSYC 001, or COGS 001, or permission of the instructor.*

*Social sciences.*

*1 credit.*

Eligible for COGS, GLBL-core

Fall 2021. Grodner.

Fall 2023. Grodner.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

Core

### **PSYC 037. Multicultural Psychology**

*As individuals, we function in environments we share with others. In those contexts, we learn about what it means to be and how to behave as members of a group or groups. Further, societally, group membership is associated with power and privilege for some, and marginalization for*

others. In this course, we will review how researchers have conceptualized culture, difference, and multiculturalism. A significant portion of the class will be spent considering race, ethnicity, and culture from a psychological perspective, particularly as they relate to interactions between dominant and nondominant groups. Identity, discrimination, intersectionality, and privilege are a few of the topics we will discuss.

GLBL-Core eligibility

Prerequisite: PSYC 001

Social Sciences.

1 credit.

Eligible for GLBL-Core eligibility.

Fall 2022. Thelamour.

Fall 2023. Thelamour.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

## Religion

### RELG 005. World Religions

This introductory course supplies students with the religious literacy skills necessary to think and write critically and comparatively about the world's religions. It will challenge the "world religion" paradigm in both its form and content while engaging students through the study of diverse traditions. Organized thematically with a focus on "lived religion," we will explore different topics such as food, architecture, performance, and art through a combination of theoretical pieces and case studies. We will also make use of a variety of media resources including film, podcasts, and music. The course pays special attention to religious communities in the Greater Philadelphia Area and will include site visits and virtual tours as a way of introducing participants to the history and diversity of cultures within our own "neighborhood."

Humanities.

1 credit.

Eligible for GLBL-core

Fall 2021. Persaud.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

Core

### RELG 008. Patterns of Asian Religions

A thematic introduction to the study of religion through an examination of selected precepts and practices of several religious traditions of India, China, and Japan structured as patterns of religious life. Materials taken from the Hindu and Buddhist traditions of India, Confucian and Taoist traditions of China, and from Zen traditions of Japan. Themes we will consider include issues of religious symbols, cosmology, and ritual; the gods, personhood/self, and religious transformation; liberation, gender, and sexuality; philosophy, narrative and popular piety; and the place of the body in meditation, worship and religious experience.

Humanities.

Writing course.

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Hopkins.

Spring 2024. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

Paired

### RELG 022. Religion and Ecology

(Cross-listed as ENV5 040)

This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.

Humanities.

1 credit.

Eligible for ESCH, ENVS, PEAC, GBLB-Core

Fall 2021. Wallace.

Fall 2023. Wallace.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

Core

## **RELG 024. From Vodun to Voodoo: African Religions in the Old and New Worlds**

*Is there a kindred spirituality expressed within the ceremonies, beliefs, music and movement of African religions? This course explores the dynamics of African religions throughout the diaspora and the Atlantic world. Using text, art, film, and music, we will look at the interaction of society and religion in the black world, beginning with traditional religions in west and central Africa, examining the impact of slavery and migration, and the dispersal of African religions throughout the Western Hemisphere. The course will focus on the varieties of religious experiences in Africa and their transformations in the Caribbean, Brazil and North America in the religions of Candomblé, Santería, Conjure, and other New World traditions. At the end of the term, in consultation with the professor, students will create a web-based project in lieu of a final paper.*

Humanities.

1 credit.

Eligible for BLST, ESCH, GBLB-core

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

Core

## **RELG 034. Partitions: Religions, Politics, and Gender in South Asia Through the Novel**

*This discussion-focused, seminar-style course will focus on a close reading of modern and contemporary South Asian novels and short stories structured around the theme of "partition(s)," not only the historical events of the partition of Bengal (East Pakistan, eventually Bangladesh), India's Partition in 1947, or the social catastrophe of Indira Gandhi's Emergency in the 1970's, but the long shadows of these events right up to the (social, political) present. We will focus on many "figures of partition," personal, religious, and political, in Bengali, Malayalam, Tamil, Urdu, and English prose literatures of India and Pakistan. Themes will range from religion and politics, gender/power; sexuality; love within and outside of the family; women, honor, and seclusion; asceticism and eroticism; caste, class, ethnicity, and race; children and their social and political vulnerabilities; and love, politics, and inter-caste marriage in Hindu, Parsee, Sikh, Muslim, and Christian settings in South Asia.*

Humanities

1 credit.

Eligible for ASIA, GBLB-Paired

Spring 2023. Hopkins.

Spring 2024. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

Paired

## **Sociology**

### **SOCI 020C. Global Colorism**

*"I don't see color." The common adage is an allusion to a society in which phenotype bears minimal weight on one's life chances. Scholars have long noted that the opposite is true-what we look like matters and greatly impacts our lives. Only coined in the 1980s, colorism, the preferential treatment of those with lighter skin and "desirable" features, has plagued communities of color for centuries. In this course, we will trace the origins of colorism considering global contexts for communities of color in general, and the African diaspora in particular. We will use emerging*

*theories of colorism to examine the role of racism, colonialism, media, and capitalism in engendering and maintaining colorist ideals in contemporary society. We will engage academic and 'non-academic' texts to expose the variations of systemic colorism on a global scale often impacted by other demographic markers including: gender, region, class, ethnicity, and culture.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GBLB-paired*

*Fall 2021. Veras.*

*Fall 2022. Veras.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 020M. Race, Gender, Class and Environment**

*(Cross-listed as ENVS 043, ENGL 089)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GSST, BLST, GBLB-core, ESCH*

*Spring 2022. Di Chiro.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 025C. Globalization and Global Inequality**

*Globalization, it is widely recognized, is profoundly remaking social structure and transforming the lives of people in every corner of the planet. Our personal biographies are linked to increasingly dense networks of global interrelations, as the integration of societies, economies, and cultures fundamentally transforms human life. The concept of globalization is contested, meaning that there are different and competing understandings of what the term means and how to assess the process. Regardless of how we conceive globalization, the concept occupies an increasingly prominent place in the social sciences and humanities and for a very good reason: it is impossible to understand the world in the early 21st century without understanding globalization and its consequences. The objective of this course is to explore what has come to be known as globalization studies, and in particular, to survey the distinct themes sub-areas that make up the sociology of globalization. These include: theories of globalization; the global economy; political globalization; globalization and culture; transnational social movements; globalization and the environment, transnational migration; global conflicts and global inequality.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Fall 2021. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 028. Black Liberation 2020**

*(Cross-listed as BLST 028)*

*2020 has been a tumultuous year. Economic, social, environmental and political events around the world have put global racial hierarchy in stark relief. In the United States, the Coronavirus pandemic is revealing and exacerbating existing racial inequalities. The continued state sponsored killing of Black people has sparked the latest iterations of the Black Liberation Movement within and across multiple boundaries. In this interdisciplinary course, we will investigate and uncover the seeds of these movements in previous eras, the conditions of white supremacy that continue to call forth resistance, and the manifestations of that constant resistance globally, nationally, and local to our city of Philadelphia. In partnership with the Pulitzer Center, students will work with preeminent journalists, local organizers and community members to create a podcast that will serve as a digital archive to tell multifaceted stories of Black Liberation 2020.*

*Social sciences.*

*1 credit.*

Eligible for BLST, GBLB-core

Catalog chapter: Sociology and Anthropology

Department website: <https://www.swarthmore.edu/sociology-anthropology>

Core

### **SOCI 031C. Indian Nations and Native America**

*This course traces the 500 years of conquest, colonialism, genocide, resistance, survivance and revitalization of Native Nations in the Americas, with a special focus on North America. It also covers contemporary issues and social realities (of Indigenous peoples) within the United States, Canada, Mexico and Turtle Island generally. We discuss origins and struggles over sovereignty, social movements, federal recognition, enrollment, tribal citizenship, mascotry, Indian gaming, socio-cultural identity and Native worldviews, including alternatives to ongoing environmental degradation. The class provides students with opportunities to develop their specific knowledge of individual tribal nations, including Pueblos Indigenas in Central America and the First Nations of Canada and the Arctic.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ESCH, GBLB-core*

*Spring 2022. Fenelon.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 035D. Capitalism and Migration**

*The issue of transnational migration has been much debated by politicians, the media and laypeople alike. This is especially the case in the last few years. Images of migrants making their way to the nearest border, families being separated through deportation and children being detained in cages fill our screens. But, do we understand what causes people to migrate in the first place? To understand this, we need to analyze the root causes of transnational migration as well as the politics involved in it. This will require engagement with issues of power, the legal system and the production of migrant illegality, race, the nation-state, etc. Rather than only a survey of theories related to the topic, this class is designed to provide you with a holistic approach to the study of migration from a critical sociological perspective.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, LALS, GBLB-core*

*Fall 2021. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 041C. Indigenous Peoples and Globalization**

*(Cross-listed as ENVS 033)*

*This course provides a sociological look at Indigenous Peoples from the local to the global, including Native Nations (and Tribes) of the U.S., Latin America, the Maori (New Zealand), Adevasi (India), and the many Peoples from East Asia, Africa and Europe. We discuss models for understanding Indigenous struggles in the 21st century, especially in line with the United Nations Declaration of the Rights of Indigenous Peoples (UN DRIP), and levels of Sovereignty, Autonomy, and Minority status (world-systems analysis). We pay special attention to Indigenous peoples (tribes) who continue to survive and thrive in a modern world of global climate change, neoliberal capitalist hegemony and extreme cultural domination. The class provides students opportunities to view interdisciplinary global issues - environmental world threats, social change and refugees, hegemonic decline, regional warfare of nation-states, spirituality, food sovereignty - from Indigenous perspectives.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, PEAC, GBLB-core*

*Fall 2021. Fenelon.*

*Fall 2022. Fenelon.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 048K. Political Sociology: The Mafia and the State**

*This course will introduce students to the comparative study of criminal organizations across the globe. In it, we will explore the social, political and economic conditions in which organized crime develops. Analyses will be focused on the organization of criminal networks, rules and codes, activities both in legitimate business and illegal markets, and their relationship to politics. This comparative approach will enable students to*

identify those factors facilitating the emergence, migration and persistence of organized crime across nation states and global polities - emphasizing the mechanisms, processes and institutions that structure and are structured by criminal organizations. We will survey the major theoretical approaches and empirical investigations of Mafias and like organizations in Italy, Russia, China, Japan, Central Asia, Central and South America, the United States, and locally in Philadelphia.

Social sciences.

1 credit.

Eligible for GLBL-core

Spring 2024. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Core

## **SOCI 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 U.S. is the focus, but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

Social sciences.

2 credits.

Eligible for BLST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

Core

## **SOCI 145. Sociology of Capitalism**

This class will provide students with an in-depth examination of capitalism and its logics and the impact that it has on their everyday lives. The first part of the class will provide an overview of the main ways in which sociologists approach the study of capitalism, focusing particularly on Max Weber and Karl Marx's views of the origins of the capitalist system. After this, we will explore the inner logics of the capitalist system, learning not only how it works, but also tracing some of its main contradictions and why it regularly leads to economic and social crisis. The last part of the course will focus on the impact of capitalism on various aspects of our daily life, presently and in the future.

Social sciences.

1 credit.

Eligible for GLBL-core

Fall 2022. Rangel.

Catalog chapter: Sociology and Anthropology

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **Spanish**

### **SPAN 012. Imágenes y contextos hispánicos**

This course provides an introduction to the Hispanic world with an emphasis on its visual culture. The goal is to understand the key cultural processes that have shaped Latin America and Spain. We will begin by examining early contact between Europeans and Amerindian civilizations. We will analyze how the history of the Christian, Jewish, and Muslim traditions in Spain had a great impact on how the Spanish colonial empire developed in the New World. We will then study the nation-building processes of the nineteenth century in Latin America, and continue on to more recent topics, such as the periods of war and postwar in Spain and some Latin American countries.

Students will develop advanced skills in written Spanish by completing several written assignments over the course of the semester.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Humanities.

Writing course.

1 credit.

Eligible for LALS, GLBL-Paired

Fall 2022. Hernández.

Spring 2023. Staff.

Fall 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Spanish  
Department website: <https://www.swarthmore.edu/spanish/courses>  
Paired

### **SPAN 023. Introducción a la literatura latinoamericana**

*This course introduces students to the richness of Latin American literature through the critical analysis of texts that represent many different moments in the complex history of an extraordinary region.*

*Special emphasis will be placed on the shifting relationships between aesthetics, politics, and social change.*

*Students will be able to compare and contrast how major writers (Quiroga, Borges, Rulfo, García Márquez, Fuentes, Neruda) as well as emerging ones confront one key question: "Who are we?" Students will analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; revolutionary processes; race and ethnicity; gender and sexuality.*

*This is an ideal course for those students who want to strengthen their oral and writing proficiency in Spanish. Especially recommended for those planning to study abroad.*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GBL-PAIRED, ESCH, CPLT*

*Fall 2021. Hernández.*

*Spring 2023. Martínez.*

*Spring 2024. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

*Paired*

### **SPAN 043. Horror y maravilla en la literatura hispana**

*This course is an introduction to political and ideological uses of the fantastic genre and horror fiction in Spain, Mexico, Peru, and Colombia during the Early Modern period. We will study texts such as short stories, novels, poetry, theater, painting, inquisition records, and films. The course examines how texts that blur the lines between the real and the unreal, the natural world and the supernatural can be used as mechanisms of social control that seek to propagate concerns, fears, and stigmas on racial minorities and marginalized groups. Students will learn about the key sociopolitical, religious, and historical contexts of the era that will help us understand how the fantastic and horror fiction engage with their society. We will explore themes such as the world of the witches, monsters and prodigies, religious miracles, and diabolical metamorphoses, or the boundaries between life and death. Students will become familiar with the following terms: horror, fantastic, miracle, magic, diabolical, metamorphosis, and sensationalism. At the end of the semester, students are expected to know how the popular imagination and the fiction of the Early Modern period can help us understand the complex sociohistorical vision of that era.*

*Taught in Spanish.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Spring 2023. Hernández.*

*Catalog chapter: Spanish*

*Department website: <https://www.swarthmore.edu/spanish/courses>*

### **SPAN 050. Afrocaribe: literatura y cultura visual**

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation,*

*syncretism and transvestism.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS, GLBL-Paired*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

*Paired*

### **SPAN 051. Cuba contemporánea: utopía, revolución y reforma**

*This course will focus on Cuban literature and culture produced during the historical period of the Cuban Revolution. By reading varied-and often opposed-literary accounts and artistic representations of those years, the course seeks to analyze the complex socio-economical, political, and ideological processes that have informed Cuban society and culture since 1959 until the present day. Although it will use a panoramic and chronological approach, emphasis will be given to works produced in the last three decades. Issues to be discussed include the relation between national identity, ideology and political discourse; the politics of representation in terms of race, gender and sexuality; exile and diaspora, the social role of the intellectual, ethics and aesthetics, and the current period of political and economic transition.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC, GLBL-Paired*

*Spring 2022. Díaz.*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 052. Afro-Caribbean Literature and Visual Culture**

*(Cross-listed as LITR 052S and LALS 052)*

*The African heritage has been an essential part in the constitution and evolvement of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

*Humanities.*

*1 credit.*

*Eligible for LALS, BLST*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

*Paired*

### **SPAN 061. El "otro": voces y miradas múltiples**

*This course is an overview of literary and artistic expressions as a response of the presence of the "other", contributing to build a collective cultural imaginary of a diverse society where immigration is a compelling influence. Migrant movements within and outside Spain, and their impact on transforming Spanish society, will be studied in theatre, film and literature. The imaginary vision of the "other" will be unveiled as an integral part of the imagined self-identity. Through different readings and visual art forms we will observe the challenge to identity definition caused by an array of people from different races, cultures and religions.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-Paired*

*Spring 2022. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

*Paired*

### **SPAN 075. Debates in Latinx Culture: Today and Tomorrow**



Crosslisted with LITR 075S.

*This advanced course on Latinx culture focuses on contemporary debates and polemical issues involving Latinx cultural production and representation. In a colloquium and seminar style, students will discuss a wide range of thought-provoking topics such as social movements and the political participation of Latinos; new trends in film and media; the politics of the literary market; social media presence; new linguistic and bilingual developments; fashion, music, and the commodification of identity politics in popular culture; among other controversial topics that are fundamentally shaping the presence and impact of Latinx in the US and the world, today and tomorrow.*

Humanities.

1 credit.

Eligible for LALS, GBLB-Paired

Fall 2021. Díaz.

Catalog chapter: <http://www.swarthmore.edu/spanish>

Department website: Spanish

### **SPAN 076. Identidad y conflicto cultural**

*This class studies contemporary Latin American social identities and their representations in literature, cinema, and other media from Argentina, Brazil, Chile, Colombia, Peru and Venezuela.*

*The selected texts present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. LGBTQ diversity, sexual identities, femicides and gender violence will be of special relevance.*

*Several primary questions will guide our analysis: What is identity? What are the socio-historical, cultural and political influences on identity? What does the study of these texts reveal about the relationship among economic development, the construction of social identities, and citizenship? How can this class help us to better understand the dynamics of race, class, gender and sexuality in specific Latin American contexts?*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

Humanities.

1 credit.

Eligible for LALS, GBLB-Paired, GSST

Fall 2023. Martínez

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

Paired

### **SPAN 087. Cruzando fronteras: migración y neoliberalismo en el cine mexicano**

*This course studies the rich history of Mexican cinema. It begins by analyzing how the Golden Age of Mexican cinema fomented a national identity that still prevails in culture today. We then move to contemporary transnational Mexican cinema to study the influences of globalization and neoliberalism in internationally acclaimed Mexican directors such as Natalia Almada, Alfonso Cuarón, Alejandro González Iñárritu, and Guillermo del Toro, among others. This part of the course studies Mexican cinema as a transnational product of cosmopolitan filmmakers who go beyond traditional ideas of national cinema in their quest for creativity, freedom of expression, and broader audiences. In addition to studying films, the course will take into account the recent scholarship pertaining to Mexican cinema. Throughout the course, we'll examine issues of displacement, nonbelonging, migration, class, race, gender identity, and social inequality.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

Humanities.

1 credit.

Eligible for FMST, LALS, GBLB-Paired

Fall 2021. Buiza.

Fall 2023. Buiza.

Catalog chapter: <http://www.swarthmore.edu/spanish>

Department website: Spanish

### **SPAN 088. Pasados desgarradores: revolución y trauma en la literatura centroamericana**

*This course focuses on contemporary Central American literature. It begins with the revolutionary poetry, narrative of resistance, and testimonio that emerged out of the sociopolitical turmoil of the isthmus during the decades of war, revolutions, and genocide. We will then study the*

atmosphere of disenchantment during the postwar period and the aesthetic shift in representations of trauma, violence, and disaffection. We will study novels, short stories, poems, films, music, and read scholarly articles to understand the sociohistorical and literary context of the war and the postwar periods in Central America.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS, PEAC, GBLB-Paired, CPLT

Fall 2022. Buiza.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 103. Trauma y derechos humanos en la literatura centroamericana**

*This seminar studies contemporary Central American literature and culture with a focus on theories of trauma to discuss cultural representations of human suffering, empathy, and pain.*

*The seminar explores the social disintegration and legacy of violence left by decades of civil wars, genocide, and revolution in the region, as well as theories of trauma, memory, affect, aesthetics, philosophical cynicism, and human rights. These theoretical approaches will help us reflect on the relation between literature and human rights; the sociopolitical upheavals and their cultural representations; and how cultural production engages with issues of peace and conflict in the neoliberal era. We will pay special attention to representations of social disaffection, political disillusionment, and survival in a postwar context shaped by socio-economic precarity. In addition to reading literary works by some of the main authors in the region—such as Horacio Castellanos Moya, Rodrigo Rey Rosa, and Claudia Hernández—we will analyze scholarly debates surrounding Central American literature, as well as watch films and performances that probe into the issues of ethics, historical truth, social justice, reconciliation, and the human predicament in a postwar society.*

Humanities.

2 credits.

Eligible for LALS, PEAC, GBLB-Paired, CPLT

Spring 2022. Buiza.

Spring 2024. Buiza.

Department website: <http://www.swarthmore.edu/spanish>

## **Statistics**

### **STAT 041. Topics in Applied Statistics: Statistical Graphics & Data Visualization**

*Graphical displays of information can improve our understanding of both data and statistical models. Data Visualization has become a key component in decision-making about everything from the COVID-19 pandemic to sports analytics to climate change. While these visualizations can help synthesize complex phenomena into a single graph, we have also been inundated with maps, charts, and diagrams that often present conflicting conclusions. Drawing heavily from contemporary examples including the COVID-19 pandemic and recent election results, this course will cover common forms of data visualization and their uses and misuses.*

*In this course, you will learn how to create, critique, and present graphics in a concise and statistically sound way. Topics include: common data types and visualizations in R; incorporating statistical concepts such as transformations, smoothing, and uncertainty into visualizations; interactive graphics; and non-traditional types of data, which may include time series, maps, networks, or text.*

*You will leave the course having built a portfolio of static and interactive visualizations, statistical writing, and presentations. This is a project-based course, and you are encouraged to bring additional ideas for datasets and research questions.*

Prerequisite: STAT 021 or permission of the instructor.

Natural science and engineering.

Writing course.

1 credit.

Eligible for GBLB-Core

Catalog chapter: Mathematics and Statistics

Department website: <http://www.swarthmore.edu/mathematics-statistics>

Core

## **Theater**

## THEA 015. Performance Theory and Practice

*This seminar-format course provides a global road map to written and embodied theories and practices of live performance: cross-culturally, cross-historically, and across genres. The emphasis is on the aspects of live performance that complete and complement the work of playwrights, with particular attention to performers, director/choreographers, designers, composers, etc. Rather than pre-scripted drama and commodified models of theatrical production, we emphasize movement-based, ensemble-generated, non-verbal/non-discursive, interdisciplinary, political and ritual dimensions of performance. The class includes units on performance traditions and genres beyond Europe, North America, and the anglophone world. Assigned readings will emphasize the practice-based writings by or about theater artists such as Bharata Muni, Zeami, Stanislavsky, Artaud, Brecht, Mei Lan Fang, Lecoq, Grotowski, Schechner, Chaikin, Mnouchkine, Wilson, and Castellucci, along with selected theoretical and critical texts by nonpractitioners. Each week will include a video lab of relevant performances (and field trips to live performances when possible). Assigned writing will consist of a series of short analytical seminar papers and two major research papers, at least one of which will be devoted to research on performance beyond the Euro-American/anglophone cultural context. The course will be taught remotely, and each week will consist of a required non-synchronous weekly video screening, a non-synchronous recorded lecture by the professor, and a 75-minute seminar discussion centered around student papers. The course will end with final critical research paper on a topic of the student's choice (no final exam).*

*Recommended in sophomore or junior year.*

*Fulfills a general requirement for all theater majors and minors.*

*Prerequisite: THEA 001 or consent of instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLOBL-Core*

*Fall 2021. Kuharski.*

*Fall 2022. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

*Core*

## THEA 106. Theater History Seminar

*A comparative study of theater history from its origins through the 21st century, along with a critical examination of a given theatrical company as a case study. Emphasis on the coherence of specific performance traditions and periods, significant companies as well as individual artists, the placement of theatrical performance within specific cultural contexts, and their relevance to contemporary theatrical practice. Readings will include, but not be limited to, dramatic texts as one form of artifact of the theatrical event. The spring 2015 seminar will focus on the work of Ariane Mnouchkine and the Théâtre du Soleil.*

*Prerequisite: THEA 015.*

*Humanities.*

*Writing course.*

*2 credits.*

*Eligible for GLOBL-Core*

*Spring 2022. Not offered. See THEA 121.*

*Spring 2023. Staff.*

*Fall 2023. Kuharski.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

*Core*

## History

### Faculty

**DIEGO ARMUS, Professor**

**TIMOTHY J. BURKE, Professor<sup>3</sup>**

**ALLISON DORSEY, Professor**

**BRUCE DORSEY, Professor**

**ROBERT E. WEINBERG, Isaac H. Clothier Professor of History and International Relations and Chair**

**FARID AZFAR, Associate Professor<sup>1</sup>**

**BUYUN CHEN, Associate Professor<sup>3</sup>**

**MEGAN BROWN, Assistant Professor<sup>2</sup>**

**AHMAD SHOKR, Assistant Professor**

**VIVIAN TRUONG, Assistant Professor**

**MADDIE LESAGE, Administrative Assistant**

<sup>1</sup> Absent on leave, fall 2021.

<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, 2021-2022.

## Why Study History?

- A 2021 study concluded that a liberal arts education "is what will best equip students with the adaptability and fortitude to navigate the road ahead." (Lynn Pasquerella, President, Association of American Colleges and Universities)
- To master an academic methodology that allows you to think critically about the past and analyze the political problems of the contemporary world.
- To wrestle with the complex questions of "how" and "why" changes in the human experience occur over time.
- To embark on an intellectual endeavor that provides depth and breadth to your courses in other disciplines and is crucial to a liberal arts education.
- The study of history offers the largest comparative framework possible: all human societies over all time. More importantly, historical inquiry foregrounds the actual complexity of the human experience without the restrictive theories favored in much of the Social Sciences.
- To develop the intellectual and analytical skills that you will need for life after college.

## The Academic Program

### Course Major Requirements

#### Classes 2022, 2023, & 2024

All majors in history must take at least 9 credits in history that fulfill the following requirements:

1. They complete at least 6 of their 9 credits at Swarthmore. Only one credit from AP/IB will count toward the 9 credits required for the major. (Read more about our External Credit Policies.)
2. They take at least one course or seminar at Swarthmore from each of the following categories: (a) before 1800 (including Ancient History courses) and (b) outside Europe and the United States, specifically Africa, Asia, Latin America, and the Near East. This distribution requirement encourages students to explore various fields of history and engage in comparative historical analysis. Students must use different courses or seminars to fulfill this requirement. (Find what courses meet our Distribution Requirement.)
3. They complete the culminating project, HIST 091 Senior Research Seminar.

#### Class of 2025 and beyond

All majors must take at least **nine** credits (six credits must be taken at Swarthmore) in History that fulfill the following requirements:

- **One** introductory credit or first-year seminar (001-010)
- **One** credit in historical methodology & theory-preferably taken before the senior year
- **Four** courses in one Concentration that focus on more than one geographic region or time period
  - Concentrations: Capitalism, Culture & Identity, Domination & Resistance, Empire & Nations, and Science & Medicine

- *Geographic regions and time periods defined as (a) before 1800 (including Ancient History courses) and (b) outside Europe and the United States, specifically Africa, Asia, Latin America, and the Near East (Find what courses meet our Distribution Requirement.)*
- **Two other credits in History**
- **HIST 091 Senior Research Seminar**

## Acceptance Criteria

*Admission to the Department as a course major or minor normally requires a B average in at least two history courses taken at Swarthmore and a satisfactory standard of work in all courses. Courses in Ancient History (ANCH) offered by the Classics Department count toward the two-history-courses prerequisite. The Department reserves the right to withhold evaluation of applications submitted after the deadline. If after applying a student is deferred, the Department will review their application at the end of each semester until the student is either accepted into the major or withdraws their application.*

## Honors Major Requirements

*Honors history majors must complete the same credit and distribution requirements as described above. Seminars are the normal mode of preparation for students studying history in the Honors Program. Honors majors will complete three double-credit seminars. Students may substitute HIST 180 Honors Thesis for one of their seminars. Students wishing to write a HIST 180 Honors Thesis should declare their intention to the Department and secure an adviser by May 1 of their junior year. They will develop their proposal in the summer with the help of their advisor and submit it upon returning to school in September. Honors majors will also be required to complete HIST 091 Senior Research Seminar. Honors students may, if their Honors Program requires it, receive approval from the Department Chair to complete HIST 091 Senior Research Seminar in the fall of their junior year.*

## Acceptance Criteria

*Admission to honors is selective and based on an evaluation of the student's potential to do independent work and to contribute to seminar discussions. A minimum grade of B+ in at least two history courses taken at Swarthmore and a record of active and informed participation in class discussions are required of all students entering seminars. In addition, recommendations from the 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 Plans. 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 Plan without being quite certain that you intend to take it if you are admitted.*

*Honors students are expected to maintain a B+ average to continue attending honors seminars and being an honors student.*

## Honors and Course Minor Requirements

*All minors must take at least **five** credits at Swarthmore (AP, IB, transfer credits, and foreign study courses do not count). At least **two credits** must be taken as upper-division courses or double-credit seminars. Only one can be an Ancient History course.*

## Special Major in History and Educational Studies

### Requirements

*Students designing a special major in History and Educational Studies must take **six courses** in history, including one course in a field other than the United States or Europe (see Distribution Requirements). To graduate with a major in History and Educational Studies, a student must also complete our culminating exercise, HIST 091 Senior Research Seminar. With permission, students can complete a two-semester, two-credit thesis (but one credit of this thesis must be HIST 091 Senior Research Seminar). Special majors in History and Educational Studies will work with both an Educational Studies faculty member and the HIST 091 instructor(s) to complete their one-credit senior research paper or two-credit thesis.*

### Acceptance Criteria

*Admission to the Department as a special major follows similar requirements as course majors. Advisers in each Department should be consulted when designing a plan.*

## Teacher Certification

*History majors can complete the requirements for teacher certification through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, please refer to the Educational Studies section of the Catalog.*

## Course Types

### Introductory Courses: Surveys and First-Year Seminars (001-010)

*These courses serve as a gateway to the major by introducing students to the discipline of history and fostering their ability to think, read, and write historically. They prepare students for upper-division courses, which are predicated on previous exposure to coursework in history.*

*Surveys provide broad overviews of particular times and places in the historical past, but they all focus on major issues of interpretation, analysis of primary sources, and historical methodology. First-year seminars (History 001A-001Z) are limited to twelve students and explore specific historical issues or periods in-depth in a seminar setting.*

### Historical Methodology & Theory Courses

*These courses enable students to explore the question, "how do we know the past," through a close examination of "how we do history." The relationship between knowledge about the past and the practices of history writing is interrogated through courses on specific methods (e.g., oral history), theories (e.g. political economy), and analytical frameworks employed in various fields of history. By approaching the study and writing of history as a socially-, culturally-, and historically-embedded practice, students will gain a deeper understanding of how knowing the past is conditioned by our approaches to the past.*

*Please note that many Methodology & Theory courses also satisfy Concentration requirements.&nbsp;*

### Upper-Division Courses (011-099)

*Upper-division courses are categorized by concentrations that provide depth and breadth to the study of history and address key topics and themes that occupy the attention of historians. Cutting-edge historical scholarship tends to fall into at least one of the following concentrations: Capitalism, Culture & Identity, Domination & Resistance, Empire & Nations, and Science & Medicine.*

*Please note that some upper-division courses also satisfy the requirement for a methodology or theory course.*

### Senior Research Seminar (History 91)

*All majors must complete HIST 091 Senior Research Seminar, which provides students the opportunity to employ their skills as historians as they write an extended essay based on primary and secondary sources. This course-which counts as one of the required nine credits-satisfies the College's requirement that all majors have a culminating exercise and is only offered during the fall semester. The Department encourages students to consult faculty members about their topics by the end of their junior year and select their topic prior to the first meeting of the Senior Research Seminar. Juniors are also strongly encouraged to apply for summer research fellowships through the Division of Social Sciences.*

*We encourage students to use the rich collections of the Swarthmore College Peace Collection and Friends Historical Library, both located in McCabe Library. The Peace Collection houses an unparalleled collection of antiwar and disarmament materials, including those of many prominent social activists. The Friends Historical Library possesses one of the richest collections of manuscripts and printed source material on Quaker history. The holdings of other institutions in the greater Philadelphia area, such as the Hagley Museum and Library (Wilmington, DE), the Library Company of Philadelphia, and the American Philosophical Society, are also accessible to the student-researcher. In addition, we encourage students to use online archival collections such as the National Security Archive.*

### Double-Credit Seminars (100+)

*Double-credit seminars are small courses in which students take responsibility for discussions of the material on the syllabus. The instructor helps facilitate discussions but does not necessarily take a leading role in the learning process. These seminars tend to focus on specific fields of historical inquiry such as gender and sexuality in the United States; slavery; reform and revolution in Latin America; the Enlightenment and European intellectual history; political economy of the Modern Middle East; supranational institutions in Europe; colonialism in Africa; women and gender in China; and the Russian revolution.*

*Entry into double-credit, honors seminars must be requested through the Department Chair. Our honors seminars are open to students' applications usually after they have taken two history courses and earned grades of B+ or higher.*

## 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.*

## External Credit: AP, IB Credit and Credit from Other Institutions

*The Department of History grants one credit for scores of 4 and 5 on AP tests and a 6 and 7 on the IB if you successfully complete one introductory or first-year seminar offered by the Department. Students must receive a grade of C or higher to receive history credit at Swarthmore. The credit for the AP or IB test does not satisfy the Department's concentration requirement.*

*Students who want to receive credit for a second AP or IB test must take a second history course at Swarthmore. However, this credit counts toward the 32 credits needed to graduate and not to the major in History.*

*The Department of History does not grant credit from another college or university in the United States except for courses taken at Bryn Mawr College, Haverford College, and the University of Pennsylvania. We will only grant an exception for domestic off-campus study experiences validated by our Off-Campus Study or Registrar's Offices and at our discretion. Such credit does not satisfy the Department's concentration requirement.*

*The Department of History grants credit for history courses that are pre-approved by the Department and are part of Off-Campus Study outside the United States. Credit is contingent on successfully completing an introductory course at Swarthmore.*

*All credit external to Swarthmore to be evaluated by the Department of History is granted on a one-to-one basis. That is, a student must take and complete a history course at Swarthmore-earning a C or better-for each external credit the student wishes to receive. Any combination of external credits designated HIST will not exceed three.*

## Life After Swarthmore

*History majors develop strong analytical, writing, and research skills that prepare them for a wide range of occupations and professions. They can be found pursuing a broad range of career paths, ranging from government service to the world of medicine, from elementary and high schools to trade unions and public interest foundations, from journalism and publishing to consulting, and from the private to the public sector. Many find that studying history is excellent preparation for law school and business. Finally, others have gone onto graduate school in history and now teach at universities and colleges in the United States and overseas.*

## History Courses

### **HIST 001B. First Year Seminar: Human Rights as History: From Haiti to Nuremberg**

*This course takes the subject of human rights and sets it into historical motion, starting with the French Revolution and ending with the 21<sup>st</sup> century.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC*

*Spring 2023. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001C. First-Year Seminar: Why College? The Past and Future of Liberal Arts**

*Look past the brochures and the info sessions and ask: what is college in the early 21st Century, how did it get that way? Why do people go to college? Should they? This class examines the histories and meanings of higher education.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Fall 2023. Burke.*

*Catalog chapter: History*

*Department website: <http://swarthmore.edu/history>*

### **HIST 001E. First-Year Seminar: Global History of Science**

*This seminar explores the formation of modern science as a global phenomenon. We will trace the practices and discourses that helped to define both science (as a form of knowledge-making) and the sciences (as distinct disciplines) from the 18th-20th century.*

*Social sciences.*

*1 credit.*

*Fall 2022. Chen.*

*Fall 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001F. First-Year Seminar: The Golden Age of Piracy**

*This course explores the profound intertwinings of myth and reality in the golden age of piracy, a period that is centered in the early 18th century.*

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001H. First-Year Seminar: What Ifs and Might-Have-Beens: Counterfactual Histories**

*The course will focus on debates about and within the writing of counterfactual histories.*

*Social sciences.*

*1 credit.*

*Eligible for INTP*

*Spring 2023. Burke.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001J. First-Year Seminar: London Beyond Control: From the Plague Year to the Public Sphere**

*The Great Plague of London (1665), Daniel Defoe's *Journal of the Plague Year* (1722), and the avalanche of imitations inspired by the latter in 2020 will all serve as points of entry into plague as a cultural crisis of modernity that has spawned (and continues to spawn) a vast corpus of new imaginaries of the relationship between self and society, risk and immunity, fact and fiction, private and public, law and justice, freedom and sovereignty.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001N. First-Year Seminar: Chinatowns: Then & Now**



*Chinatowns have long been a fixture of urban life, serving as a haven for workers fleeing anti-Asian violence, a home for immigrant families, and a hub for tourism. This course will focus on the histories and contemporary conditions of Chinatowns in major U.S. cities, though we will also discuss the development of suburban Chinatowns and Chinatowns around the world. We will explore questions including: what spurred the development of Chinatowns? What purpose do they continue to serve, and for whom? What has been their role in Asian American, American, and urban history?*

*Social Sciences.*

*Writing.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Truong.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 001P. First Year Seminar: History through the Lens: Latin America, Latinos, Photography, and the Present**

*This course uses photographs to explore key processes in the making of modern Latin America, such as urbanization, industrialization, migration, labor, race, ethnicity, gender, disease, sports, leisure, music, food, politics, religion, and the environment.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 001R. First-Year Seminar: Remembering History**

*Explores the relationship between the creation of personal and collective memory and the production of history. The seminar will examine the tensions between memory and history in U.S. history.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001U. First-Year Seminar: Defining an "Us": Nationalism, Culture, and Identity in Modern Europe**

*This course examines how populations come to see themselves as part of a single community. That community, in some instances called a nation or nation-state (or even an empire), can demand loyalty. It can also be exclusionary, sometimes with violent outcomes. We will examine the emergence of cultural and national identities in 19th- and 20th-century Europe through thematic investigations of four intertwined ways such identities might be forged: land, language, symbols, and blood.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Fall 2021. Brown.*

*Spring 2023. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001V. First-Year Seminar: History in the Making: Autocrats, Activists, and Artists in a Changing Middle East**

*This course will examine recent political, social, and cultural transformations in the Middle East and the various historical developments that have led to them. Through an exploration of the current landscape of the region, we will use contemporary events as a window onto the past, investigating how history has shaped our world today.*

*Social sciences.*

*Writing course.*

*1 credit.*

Eligible for PEAC  
Fall 2022. Shokr.  
Fall 2023. Shokr.  
Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

### **HIST 001W. First-Year Seminar: Promised Lands: European Settler Colonies 1830-1962**

*This course explores European settler colonialism in Africa (including Algeria, Angola, and South Africa), Southeast Asia (including Indonesia), Oceania (Australia), and elsewhere in the 19th and 20th centuries. Students will analyze the practices and lived experiences of the European imperial project while considering topics such as intimate relationships; notions of self and identity; and economic, political, and physical domination. We will examine settler reactions to decolonization and the legacies of settler colonialism in independent African and Asian states.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, ISLM*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 001X. First-Year Seminar: Crime and Punishment in America**

*The problem of mass incarceration has redefined our cities, undermined our labor movement, and shaped our national politics for the last thirty years. Yet few historians have focused on the racial, economic, and political implications of this major force in our social order. This seminar will explore the historic roots of crime and punishment in American life.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 002B. Early Modern Europe: Imperial Origins: Britain, Spain, and France, 1492-1791**

*Using primary sources, art, recent scholarship, and film, this course explores the origins of the modern world in Europe and its colonies between the 15th and 18th centuries.*

*Social sciences.*

*1 credit.*

*Fall 2022. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 002F. Early Modern Europe: Rethinking the Scientific Revolution**

*The course is an overview of the Scientific Revolution in Europe and an exploration of a scholarly debate that grows every year in its contemporary relevance.*

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 003A. Modern Europe, 1789 to 1918: Revolutionaries, Citizens, and Subjects in Europe's Long 19th Century**

*This course surveys European history from the French Revolution to the aftermath of World War I. We will explore the European revolutionary tradition, the extension of citizenship, the emergence of nationalism, and the territorial expansion of Europe. The course will hone your primary source analysis skills.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB - Paired*

*Fall 2021. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 003B. Modern Europe, 1918 to the Present: Hot Wars, Cold Wars, Culture Wars**

*This course surveys major developments in Europe from the end of the 19th century to the end of the 20th century.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for GMST, GBLB-Paired*

*Spring 2023. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 004. Latin American History**

*Drawing on literature, cinema, newspapers, cartoons, music, official documents, and historical essays, this survey course examines the colonial incorporation of the region into the Atlantic economy; the neo-colonial regimes of the 19th and 20th centuries and their diverse and convergent historical paths; and the challenges and opportunities of earlier and current globalization trends. Emphasis on changes and continuities over five centuries exploring revolutionary, reformist, and conservative agendas of change as well as gender, class, racial, and religious issues.*

*Social sciences.*

*1 credit.*

*Eligible for LALS*

*Spring 2022. Armus.*

*Spring 2023. Armus.*

*Fall 2023. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 005A. Early American History**

*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.*

*Social sciences.*

*1 credit.*

*Fall 2022. B. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 005B. Modern American History**

*The history of the 20th- and 21st-century United States has been marked by the tension between the ideal of democracy and the expansion of American empire. Through analysis of primary and secondary sources, including film, music, images, and literature, this course surveys American history from the end of Reconstruction to the recent past. We will focus on the development of the "American century" and examine how the emergence of the U.S. as a world power has influenced domestic politics and social movements.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Fall 2021. Truong.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 006B. The Modern Middle East**

*This survey class introduces students to Middle Eastern history from the late eighteenth century to the present. We will cover the major political, social, and cultural developments in the region during this period and examine how Middle Eastern societies and cultures have been represented over the last two centuries.*

*Social sciences.*

*1 credit.*

*Eligible for ISLM, GBLB-Paired*

*Spring 2022. Shokr.*

*Spring 2023. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 007B. African American History, 1865 to Present**

*Students in History 7B investigate the history of African Americans from Reconstruction through the 21st century. Historical monographs, autobiography, film, and literature reveal the story of emancipation, political activism, industrialization, and transformations in cultural identity from Jim Crow to the election of the nation's first Black president.*

*Recommended for teacher certification.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GBLB-paired*

*Spring 2022. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GBLB-Paired*

*Fall 2022. Burke.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 009A. Premodern China**

*This course surveys the history of premodern China. Thematic focus and content will vary.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Spring 2023. Chen.*

*Fall 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 009B. Modern China: Reformers, Revolutionaries, and Rebels**

*This course is an introduction to the intellectual, social, and economic forces that shaped the history of modern China. We will rely heavily on primary sources as we try to reconstruct the plural, contradictory, and fluid ways in which Chinese intellectual and political leaders viewed themselves as "modern."*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 010. Asian American History**

*This course explores how "Asian America" came to be. We will begin with the historical experiences of Asians in the U.S., examine the origins of the term "Asian American" in the movements of the 1960s and 1970s, and consider its current contested usage as a demographic category.*

*Social Sciences.*

*1 credit.*

*Eligible for ASIA*

*Fall 2022. Truong.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 020. Leviathan's Revenge: Reading Thomas Hobbes in 2022**

*Centered on Leviathan by Thomas Hobbes (1651), this course will trace a counter-history of Western political thought starting with the Ancients and ending in the present moment when Hobbes' famous mythical entity-at once machine, monster, and idol-continues to inspire paradigm shifts in the humanities and social sciences.*

*Social Sciences.*

*1 credit.*

*Spring 2022. Azfar.*

*Spring 2023. Azfar.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 021. London Beyond Control: Great Plagues and Cultural Crises, 1665-2020**

*The Great Plague of London (1665), Daniel Defoe's Journal of the Plague Year (1722), and the avalanche of imitations inspired by the latter in 2020 will all serve as points of entry into plague as a cultural crisis of modernity that has spawned (and continues to spawn) a vast corpus of new imaginaries of the relationship between self and society, risk and immunity, fact and fiction, private and public, law and justice, freedom and sovereignty.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 022. Empire, Slavery, and the University**

*Centered around Craig Steven Wilder's Ebony and Ivy, and covering a period from the early 17th to late 19th centuries, this course will explore the central role that has been played by American and British universities in the histories of racial capitalism, white supremacy, and global empire.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 023. Enlightenment and Empire, 1776-1803**

*The course will hone into the tensions that surround the project of liberal empire by focusing on their articulation and contestation in Europe, America, and India during the revolutionary era of the late eighteenth century. Case studies of specific topics like antislavery boycotts and the impeachment trials of colonial governors will be used to delve into the role of Enlightenment and empire in the invention of race, sex, science, knowledge, liberty, capitalism, and ideologies of humanitarianism.*

*Prerequisite: Department prereq of previous history course; no first-years without permission of the instructor.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 024. Witch-hunting in the Early Modern World**

*Starting with an overview of major themes in the separate but related histories of capitalism and witch-hunting, this course is centered around *Caliban and the Witch* by Silvia Federici: a book that lies at the intersection of these topics. Themes to be explored include gender, science, religious war, state-building, climate change, peasant revolts, "primitive accumulation," and the historical narrative of modernity.*

*Prerequisite: This course is not open to first-year students.*

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 025. Colonialism and Nationalism in the Middle East**

*This upper-level course will explore the vast and ever-growing scholarly literature on colonialism and nationalism in the Middle East. It will cover both key theoretical works that have helped to shape this body of historical writing as well as important monographs that exemplify particular approaches to the topic.*

*Social sciences.*

*1 credit.*

*Eligible for INTP, ISLM*

*Fall 2022. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 026. Frontiers of Capitalism**

*This course explores key questions about power, agency, and historical change that are raised by the study of capitalism in the non-Western world. In the process, it investigates how geographic, social, cultural, and ecological differences have been produced features of capitalist environments outside of Europe over the last 500 years.*

*Social sciences.*

*1 credit.*

*Spring 2022. Shokr.*

*Spring 2023. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 027. Living with Total War: Europe, 1914-1919**

*This research seminar examines the experience of Europeans in the trenches, under military occupation, and at home in the turbulent years during and immediately following the First World War.*

*Optional language attachments: German, French, and Russian.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 028. Aux Armes! History and Historiography of the French Revolution**

*We examine the sites of the Revolution and its afterlives, using everything from primary source documents to household objects. We will explore a range of ways of practicing history. This will lead to discussions of nationalism, identity, rights regimes based on gender or race, and inequalities stemming from material or legal conditions.*

Social sciences.

1 credit.

Spring 2023. Brown.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 030. Glory Days? Western Europe's Postwar 1945-1975**

*Though sometimes called the trente glorieuses (glorious thirty), the decades after World War II witnessed upheaval in Western Europe. We will analyze these years, which witnessed the Marshall Plan, decolonization, and student protest. We will interrogate how to define a Western European space, with an eye toward empire, European integration, and the Cold War.*

Social sciences.

1 credit.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 031. France in Algeria, France and Algerians, 1830-present**

*What do the existentialist Albert Camus and the soccer star Zinedine Zidane have in common? The intertwined histories of Algeria (Camus' birthplace) and France (Zidane's). This course examines that history, from the 1830 invasion to the War of Independence to today. We will ask how the settler population, of whom Camus is just an example, emerged and analyze debates about citizenship represented by Zidane and other children of Algerian migrants. Throughout, we will interrogate the history of French empire.*

Prerequisite: Department prereq of a previous history course

Social sciences.

1 credit.

Eligible for BLST, ISLM

Fall 2022. Brown.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 032. Holidays in the Empire**

*From seedy bars to holy sites, Europeans journeyed to colonized spaces to experience people and places they could never see at home. This class examines how European peoples participated in the imperial project through their travels. Students will analyze empire and tourism and produce digital content for a broad public. Students will write and help design content for a web site featuring interactive maps and analysis of these "holidays in the Empire."*

Prerequisite: First-year students must receive permission of instructor.

Social sciences.

Writing course.

1 credit.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 033. Environmental History of the Soviet Union**

*This course focuses on the impact of ideology and politics on the environment in twentieth-century Russia. Readings include short stories, novels, monographs, articles, and documents.*

Social sciences.

1 credit.

Eligible for ENVS  
Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

### **HIST 034. Varieties of Zionist Thought: Judaism, Nationalism, Antisemitism, and the Jewish Question**

(Cross-listed as RELG 060)  
This course focuses on political expressions of Jewish identity since the late nineteenth century through an exploration of the central texts of Zionist thought. It integrates biblical, rabbinic, and medieval Jewish texts about Jerusalem, the idea of Zion, and the centrality of the Land of Israel to provide historical context and background. We ask: what are the ways select Jewish sources from antiquity to modernity have grappled with varied attitudes toward land, political sovereignty, and national identity in the Diaspora.

Social sciences.

1 credit.

Eligible for GMST.

Fall 2021. Kessler. Weinberg.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 036. Fascinating Fascism**

This course explores the various manifestations of fascism as an ideological, cultural, and political movement in Europe from 1919 to 1945. Special attention will be paid to Spain, Italy, Germany, Romania, and England.

Social sciences.

1 credit.

Eligible for GMST, PEAC, GLBL-Core

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

### **HIST 037. The Holocaust: History, Representation, and Culture**

(Cross-listed as LITR 037G, GMST 037)  
This course explores the roots of Nazism, the implementation of the Final Solution, the legacy of the Holocaust on European society, and the representation of the Holocaust through an interdisciplinary approach that relies on primary sources, historical scholarship, memoirs, poetry, painting, and film.

Social sciences.

1 credit.

Eligible for GMST, PEAC

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 038. Angels of Death: Life under Lenin and Stalin**

This course explores the causes and consequences of the Bolshevik Revolution. Topics include the collapse of the tsarist regime, consolidation of communist rule, the rise of Stalin, and de-Stalinization. We explore the successes and failures of communism through a close reading of primary sources, memoirs, and monographs.

Social sciences.

1 credit.

Spring 2022. Weinberg.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 039. Picking up the Pieces: Rebuilding Russia after the Collapse of Communism**

This course explores the legacy of communism in Russia after the dissolution of the Soviet Union in 1991. We start with an exploration of Mikhail Gorbachev's policies and then turn to the impact of the policies of Boris Yeltsin and Vladimir Putin on the economy, culture, society, and politics of Russia since 1991.

Social sciences.



*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 042. The American Revolution**

*Revolutionary developments in British North America between 1760 and 1800.*

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 043. Antislavery in America**

*A research seminar in which students explore the history of antislavery, abolitionist, and emancipationist movements in North America.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 044. American Popular Culture**

*The history of entertainment and cultural expression in the United States from early America to the contemporary era.*

*Social sciences.*

*1 credit.*

*Spring 2023. B. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **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. Central themes of American history emerge—freedom, equality, self-determination, racial justice and injustice, economic and class conflict. This course will also explore the continued conflict of the Civil War in American memory and popular culture.*

*Social sciences.*

*1 credit.*

*Spring 2022. B. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 051. Black Reconstruction**

*This course recounts the struggle for freedom and national citizenship rights in the post-Civil War era. Black courage and determination secured hard won successes despite "splendid failures." History, fiction, and film treatments will help students gain insights into "America's second Revolution."*

*Prerequisite: A HIST or BLST course at Swarthmore or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Fall 2021. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 052. History of Manhood in America**

*Meanings of manhood and various constructions of masculine identity in America since the 18th century.*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 056. Police, Prisons, & Protests**

*Police violence and incarceration have been the subject of increasing scholarly and popular attention in past years, particularly since the rise of the Black Lives Matter movement and the global uprisings against police brutality in the aftermath of the police killing of George Floyd. This course provides an introduction to histories of the carceral state in the U.S. How have police and prisons developed throughout U.S. history? Who has been policed and imprisoned? How have impacted communities responded to and resisted police violence and incarceration? We will address these questions through analysis of primary historical sources, scholarly literature, films, and case studies of contemporary activism.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH.*

*Spring 2022. Truong.*

*Spring 2023. Truong.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 057. History v. Hollywood**

*A history course focused on analyzing the narrative of American History as imagined and created by cinematographers. Students will view both Hollywood classics as well as work by black filmmakers. Assigned readings will address themes of nationality, race, labor, gender, and political activism.*

*This course is not open to first year students.*

*Prerequisite: Department prereq of a previous history course*

*Social sciences.*

*1 credit.*

*Fall 2021. A. Dorsey.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 059. Motherhood in American History**

*Social sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 060. The East India Company, 1600-1857**

*The course explores the history of the East India Company, paying special attention to the 18th century and attending to how the history of the East India Company engages questions of capitalism, empire, race, justice, and modernity.*

*Prerequisite: A HU or SS course within TriCo.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Fall 2023. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 061. From the Ocean to the River: Spaces of Global History**

*How would our picture of global history change if we shifted the central unit from oceans to rivers? In this course, we will explore this question from multiple angles, centering our inquiry around a set of questions raised by the intertwined histories of the Indus and Mississippi rivers in the mid-19th century. Literary sources, works of cinema and primary sources will enrich our inquiry.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 063. History from Below: Oral History and Community-based Archives**

*How do historians document the experiences of ordinary people and communities that have been left out of dominant narratives? This course introduces students to the practice of oral history and the construction of community-based archives as two ways scholars and practitioners have addressed silences and absences in historical record.*

*Social sciences.*

*1 credit.*

*Spring 2023. Truong.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 063S. Voices of the Past: Between Oral History and Memory**

*An examination of the possibilities and limitations of oral history in the reconstruction of the past. After an in-depth discussion of key works in the field and an initial exposure to specific methodologies, each student will develop his/her oral history research project.*

*Social sciences.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 065. Cities of (Im)migrants: Buenos Aires, Lima, Philadelphia, and New York**

*Why do people move? Who participates in the migration process? How do local political, cultural, and economic conditions and broader global capitalist forces shape individual/family decisions to migrate? What forces mold (im)migrants' adjustments to the new cities? When do (im)migrant groups become communities? This course explores the adjustment of European immigrants in Buenos Aires, internal migrants in Lima, and Latinos in Philadelphia and New York and their roles in the making of modern metropolis.*

*Prerequisite: HIST or LALS course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GLBL-core*

*Spring 2023. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 066. Making Sense of Being Sick: the Social Construction of Diseases in the Modern World**

*Discussing Latin American, European, African, Asian, and North American cases, this course examines public health strategies in colonial and neocolonial contexts; disease metaphors in media, cinema, and literature; ideas about hygiene, segregation and contagion; outbreaks and the politics of blame; the medicalization of society; and alternative healing cultures.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-core, INTP, LALS*

*Fall 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 067. Digging Through the National Security Archive: South American "Dirty Wars" and the United States' Involvement**

*Focusing on 1970s Latin American dictatorships, this course's aims are twofold: firstly, a critical examination of the available scholarship on the so-called "Dirty Wars" that produced the disappearance of thousands of citizens—particularly young people—in the context of state terrorism; secondly, an exploration of the relations between those Latin American dictatorships and the United States through a rigorous research exercise using the National Security Archive and other primary sources.*

*Prerequisite: At least one course in history or professor permission.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS, PEAC*

*Spring 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 067T. Digging through the American Tobacco Archives: Public Health, Corporate Deception, and Cigarette Smoking in the 20th Century**

*This course examines the worldwide transformation of cigarette smoking from a celebrated and well-accepted habit into a medicalized, risky, and regulated practice. We will research the Truth Tobacco Industry Documents Archive, an online repository with thousands of documents produced by the deceptive workings of big American tobacco corporations aiming at undermining the medicalization of the cigarette smoking habit worldwide. Individual or group research projects might deal with the Latin American region or other areas of the world.*

*Prerequisite: HIST or LALS course.*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-paired, LALS*

*Fall 2021. Armus.*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

## **HIST 075. Craft and Technology in China**

*This course explores the history of craft and technology in China. Through an examination of different industries, including ceramics, weaving and dyeing, printing, and paper-making, we will engage with broader questions about the role of expertise, skill, and the production of technical knowledge in Chinese history.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 077. Fashion: Theory and History**

*This course traces the historical development of fashion systems and fashion theory, with a special focus on East Asia. Using textual, visual, and material sources, we will explore historical representations of dress, the politics of dress, fashion and the body, and consumption and modernity.*

*Prerequisite: A history course or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 078. China, Capitalism, and Their Critics**

*This course examines the creation of a discourse centered on the relationship between China, a nation with distinct cultural characteristics, and capitalism, conceived of as an economic system specific to European social formation.*

*Prerequisite: A history, sociology, or anthropology course, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 080. History of the Body**

*Bodies make history and bodies are subject to history's movements. The history of the body, a relatively recent field of inquiry, encompasses the histories of science, gender, sexuality, race, and empire. This course will explore different chapters of that history, with a focus on Europe and the Atlantic World.*

*Prerequisite: This course is not open to first year students.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 080B. Biopower vs Necropolitics: Empires of Life and Death, 1622-2003**

*"Biopower" and "necropolitics" - two of the major buzz-words of our time - are often used interchangeably even though Achille Mbembe, who coined the term "necropolitics" (the politics of death) in a seminal article from 2003, was critiquing the idea of "biopower" (the politics of life) as it had been developed for decades in the work of Michel Foucault. This course locates these two concepts in the work of these two scholars. We will study the periods they reference - from the Jamestown Massacre in 1622 to the "War on Terror" in the early 2000s - and look as well at the work they have inspired. In the first two weeks of the class, we will use these concepts and historical readings to create an alternative timeline of imperial history. The final projects will explore how this alternate timeline can help us write better, deeper, and more convincing histories of the present.*

*Prerequisite: A history, HU, political science, sociology, or anthropology course at Swarthmore or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Eligible for GLOBL-Core*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 084. Gender, Science, and Technology**

*This course is an introduction to feminist approaches to science and technology within the fields of History of Science and Science and Technology Studies (STS). We will engage with feminist critiques of scientific knowledge and technologies while exploring past and present intersections between science, race, sex, and colonial/postcolonial politics.*

*Corequisite: Preference given to students who have taken courses with ANTH, GSST, HIST, SOAN, and/or SOCI.*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Fall 2022. Chen.*

*Fall 2023. Chen.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 087. The Little Ice Age: Climate Change in the Early Modern World**

*Social Sciences.*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 089. The Environmental History of Africa**

Cross-listed as ENVS 025

*This course examines African history from an ecological and environmental perspective.*

Social sciences.

1 credit.

Eligible for BLST

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 090E. On the Other Side of the Tracks: Black Urban Community**

*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.*

*Prerequisite: This course is not open to first-year students. A HIST or BLST course at Swarthmore.*

Social sciences.

1 credit.

Eligible for BLST

Spring 2022. A. Dorsey.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 090P. Creatively Adapting the Past**

*This course is a workshop focused on the creative uses of historical themes, subjects, and evidence.*

Social sciences.

1 credit.

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

### **HIST 090S. Surveillance, Privacy, and Transparency: A History, A Debate, Some Futures**

*An interdisciplinary course on the history and current development of surveillance and privacy, looking at technologies, practices, and ideologies.*

Social Sciences.

1 credit.

Eligible for INTP

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

### **HIST 090X. Divided America: History of the Culture Wars**

*This course examines the origins of divisive cultural politics in America since the 1970s surrounding race, religion, gender & sexuality, education, and popular culture. Some of the topics addressed in the course include: the origins of the "religious right," race and the debates over affirmative action, the "culture of poverty," and mass incarceration, feminist and anti-feminist movements, sexual & queer politics, the HIV/AIDS crisis, public schools, and the history of "political correctness" and multiculturalism.*

*Prerequisite: Department pre-req of a previous history course*

Social sciences.

1 credit.

Fall 2021. B. Dorsey.

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

### **HIST 091. Senior Research Seminar**

*Students write a 25-page paper based on primary sources.*

*Required of all majors, including honors majors.*

*Writing course.*

*1 credit.*

*Fall 2021. B. Dorsey. Shokr.*

*Fall 2022. Brown. Truong.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **HIST 092. Thesis**

*A single-credit thesis, available to all majors in their senior year after completion of HIST 091, on a topic approved by the Department. The thesis should be 10,000 to 15,000 words in length (50-75 pages), and a presentation to members of the Department and students will be conducted upon completion of the thesis. Due April 30th or the final day of classes, whichever is first.*

*May not be taken pass/fail.*

*Prerequisite: HIST 091*

*1 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **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.*

*0.5 credit.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Seminars**

### **HIST 116. European Intellectual History: Rethinking the Scientific Revolution**

*Centered on the Scientific Revolution, this course will explore how politics, culture, religion and empire shaped the intellectual history of Europe from the Renaissance to the Enlightenment.*

*Social sciences.*

*2 credits.*

*Spring 2022. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 126. Internationalism and Supranationalism in Modern Europe**

*This honors seminar will analyze experiments and schemes for organizing the world, ranging from realized projects like the League of Nations and the European Economic Community to unrealized projects like the European Defense Community. We will discuss internationalism and integration in a variety of forms, ranging from Third Worldist solidarity to cultural projects like Eurovision. Emphasis will be placed on the goals of internationalism, tensions between internationalism and nationalism, and historiographical debates about international institutions' legacies.*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL - Paired*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **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.*

*Social sciences.*

*Writing course.*

2 credits.

Fall 2023. Weinberg.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 130. Early America in the Atlantic World**

*The "new world" of European and Indian encounter in the Americas, along with the African slave trade, British North American colonies, and the American Revolution.*

Social sciences.

2 credits.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **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.*

Social sciences.

2 credits.

Eligible for GSST

Spring 2022. B. Dorsey.

Spring 2023. B. Dorsey.

Fall 2023. B. Dorsey.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 140. The Colonial Encounter in Africa**

*Students focus on the social, economic, and cultural dimensions of the colonial and postcolonial era in modern Africa.*

Social sciences.

2 credits.

Eligible for BLST, DGHU, INTP

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 143. Political Economy of the Middle East: Theory & History**

*This honors seminar will survey existing literature on the political economy of the Middle East. We will read work from various subfields in Middle East history, including labor history, social history, agrarian history, histories of women and gender, histories of colonialism and decolonization, environmental history, and histories of economic thought. In doing so, we will engage both older traditions of historical and social scientific inquiry and more recent, theoretically innovative scholarship that is advancing a renewed interest in the study of political economy and assess the contributions and/or merits of different approaches.*

Social sciences.

2 credits.

Eligible for GLBL-Paired

Fall 2021. Shokr.

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

### **HIST 145. Women and Gender in Chinese History**

*This seminar explores the theoretical frameworks and multiple methodologies that have been applied to the study and interpretation of women and gender in late imperial and modern China (1700-1980s). Our primary aim is to understand the relationship between the construction of gender (in particular, the formation of "woman" and "man" as fixed and normative subjects) and the writing of Chinese history.*

Social sciences.

2 credits.

Eligible for ASIA, GSST



Spring 2023. Chen.  
Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

### **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, modernities in the periphery, and race, class, and gender conflicts.*

*Social sciences.*

*2 credits.*

*Eligible for LALS*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 149. Reform and Revolutions in Modern Latin America**

*The historical problem of change-political, economic, social, and cultural-in peripheral Latin America. It emphasizes nation-building capitalist ideas, populist experiences that produced deep reformist transformations, and revolutionary processes that started very radical and over time became moderate.*

*Social sciences.*

*2 credits.*

*Eligible for GLBL-Paired, LALS, PEAC*

*Fall 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 180. Honors Thesis**

*2 credits.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Interpretation Theory**

*Courses*

### **Coordinator:**

**PATRICIA REILLY (Art History), Coordinator**  
**Cheryl Sharp, Administrative Coordinator**  
**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Farid Azfar (History)**  
**Osman Balkan (Political Science)**  
**Jean-Vincent Blanchard (Associate Provost, French and Francophone Studies)**  
**Timothy Burke (History)**  
**Rachel Buurma (English Literature)**  
**Sibelan Forrester (Russian)<sup>4</sup>**  
**Grace Ledbetter (Classics, Philosophy)<sup>4</sup>**

**Tamsin Lorraine (Philosophy)**  
**Rosaria Munson (Classics)**  
**Maya Nadkarni (Sociology and Anthropology)**  
**Patricia Reilly (Art History)**  
**Olivia Sabee (Dance)**  
**Eric Song (English Literature)**  
**Mark Wallace (Religion)**  
**Patricia White (English Literature)<sup>1</sup>**

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<sup>1</sup> Absent on Leave Fall 2021

<sup>4</sup> Absent on Leave 2021-2022 Academic Year

*The Interpretation Theory Program provides students and faculty with an interdisciplinary forum for exploring the nature, ethics, and politics of representation. Reaching widely across the disciplines, work done in the minor reflects a long-standing drive to cultivate self-consciousness in the use of a significant range of interpretive methods. Students use this course of study to develop a flexible, comparative, critical, historicized grasp of theories of the production of meaning in and through cultural life. They also sharpen their skills in critical reading and intellectual analysis.*

*Students who minor take a total of six courses that build on a combination of classic and current hermeneutic methods. Each year, graduating seniors enroll in a capstone seminar that proposes a structured investigation into an inherently interdisciplinary problem. Faculty team-teach the course as a way of drawing out multi-disciplinary concerns in both theory and practice.*

## The Academic Program

### Course Minor

*Students who minor in Interpretation Theory take a total of 6 courses that build on a combination of classic and current hermeneutic methods. Three general rules guide the selection:*

- 1. All minors are required to successfully complete the one-credit capstone seminar, team-taught by two faculty members from different departments, in spring of their senior year. Juniors may enroll upon approval of the instructors, but the seminar must be taken in the spring of senior year in order to receive capstone credit. First-years are not permitted in the seminar.*
- 2. The three remaining courses are elective but must draw upon at least three different departments. At least 4 of the 6 interpretation theory credits must be outside the major.*
- 3. A minimum "B" average is required for all minors by their junior and senior years.*

*Other courses may be considered upon petition to the Interpretation Studies Committee. These may include relevant courses offered at Bryn Mawr College, Haverford College, and the University of Pennsylvania.*

### Honors Minor

*All students participating in the Honors Program are invited to define a Honors minor in interpretation theory. Students must complete one preparation for external examination. This 2-credit preparation can be:*

- a 2-credit Honors seminar;*
- the INTP Capstone seminar plus a reading attachment or a thesis;*
- a combination of two eligible courses in different departments;*
- a 2-credit thesis;*
- or a combination of a thesis plus a related course.*

*Any thesis must be multidisciplinary. The proposed preparation must be approved by the Interpretation Theory Committee. Honors minors must meet all other requirements of the interdisciplinary minor.*

### Capstone Seminars

*All minors are required to successfully complete the one-credit capstone seminar, team-taught by two faculty members from different departments, in the spring of their senior year.*

*Each year, graduating seniors enroll in a capstone seminar that proposes a structured investigation into an inherently interdisciplinary problematic. The capstone seminar embodies both the theoretical and interdisciplinary qualities that make interpretation theory distinctive and compelling.*

*Students majoring in a variety of disciplines come together with faculty members from 2 different areas to explore theories of knowledge and questions of interpretation and representation. For example, past capstone seminars have brought together professors from French literature and biology, political science and religion, anthropology and English, philosophy and art, classics and linguistics, and other interdisciplinary combinations.*

*Current and past capstone titles include: Cultural Dimensions of Scientific Thought; Corporality in Storytelling; Rituals and Spectacles of Violence; Hero Time Travel; Mind, Body, Machine; Interpretation and the Visual Arts; Beyond Reason: Nietzsche, Levinas and the Kabbalah; Mapping the Modern; and Visionaries of Spirit, and Masters of Suspicion.*

## Life After Swarthmore

*Respondents to an Interpretation Theory Program alumni survey in 2013 indicated that approximately 54% went on to graduate school and of those, approximately 67% pursued a Ph.D. or other doctorate.*

*Occupations of interpretation theory graduates are diverse and include: physicians, professors, editors, grant writers, and civil rights activists.*

## Interpretation Theory Courses

*Currently offered courses relevant to the program include the following:*

### **INTP 090. Directed Reading**

*1 credit.*

*Catalog chapter: Interpretation Theory*

*Department website: <http://www.swarthmore.edu/interpretation-theory>*

### **INTP 091. Capstone: Interpreting Narrative through Creation with Clay and Language**

*Spring 2022: LING 091, ARTT 800*

*This is a course using creative arts to bring into focus questions about the fundamental nature of narrative, about the analogies between different types of creative arts, and even about what a creative art is. Students will create narratives and realize them through the media of clay and language. Students will learn the basics of constructing with clay to create representations in shape and form in relation to their own linguistic narrations.*

*The capstone will be offered Spring 2023, title and instructors to be determined.*

*Open to INTP seniors and juniors, and other juniors and seniors by approval of instructors.*

*Non-distribution.*

*1 credit.*

*Eligible for INTP*

*Spring 2022. Carpenter, Napoli.*

*Spring 2023. Staff.*

*Catalog chapter: Interpretation Theory*

*Department website: <http://www.swarthmore.edu/interpretation-theory>*

### **INTP 092. Thesis**

2 credits.

Catalog chapter: *Interpretation Theory*

Department website: <http://www.swarthmore.edu/interpretation-theory>

## Anthropology

### **ANTH 032D. Mass Media and Anthropology**

*This intermediate course explores the anthropology of modernity and the mass-mediation of modern forms of knowledge. It examines how the emergence of mass media has produced new kinds of subjects and social relations: from novel images of nationhood to mass experiences of crime, war, and violence. Along the way, the course also asks the impact of new media technologies on how anthropology itself imagines identity, community, and locality.*

*Social sciences.*

*1 credit.*

*Eligible for FMST, INTP*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 049B. Comparative Perspectives on the Body**

*Explore how different societies regulate, discipline, and shape the human body. In the first part, we examine social theories and explore the strengths and limitations of different approaches to the study of the body. In the second part, we look at several ethnographic cases and compare diverse cultural practices that range from seemingly traditional practices (such as circumcision and foot binding) to what is currently fashionable (including weight lifting, dieting, aesthetic surgery, piercing, and tattooing). When comparing body modifications through time and space, we seek to understand their socio-economic contexts and relate them to broader cultural meanings and social inequalities. We also investigate how embodiment shapes personal and collective identities (especially gender identities) and vice versa.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP, ESCH, GLBL-Core*

*Spring 2023. Ghannam.*

*Spring 2024. Ghannam.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## Art History

### **ARTH 164. Modernism in Paris and New York**

*This seminar focuses on "Modernism" in 19th and 20th-century art, addressing selected artists from Courbet and Manet through Degas, Gauguin, Cézanne, Picasso, Pollock, and Rothko. Artists and readings are also chosen to illuminate current scholarly approaches to "Modernism," including socio-economic, feminist, and post-colonialist perspectives.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

Catalog chapter: *Art and Art History*

Department website: <http://www.swarthmore.edu/art>

## Classics

### **CLST 020. Plato and His Modern Readers**

*(Cross-listed as PHIL 020 )*

*Plato's dialogues are complex works that require literary as well as philosophical analysis. While our primary aim will be to develop interpretations of the dialogues themselves, we will also view Plato through the lens of various modern and postmodern interpretations (e.g., Nietzsche, Heidegger, Derrida, Jung, Foucault, Irigaray, Rorty, Lacan, Nussbaum, Vlastos).*

Humanities.

Writing course.

1 credit.

Eligible for INTP

Spring 2023. Ledbetter.

Fall 2023. Ledbetter.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **CLST 036. Classical Mythology**

*What is a myth? How is myth different from fairy tale or fable? What is its connection to ritual and religion? What sets myth apart from history? In this survey of the mythology of Greco-Roman antiquity, we will investigate the diverse meanings of 'myth', its social functions, its origins, its history, and its contemporary relevance. Students will get a broad overview of Classical mythology through direct and close readings of primary sources (all in English translation), including such texts as Homer's *Odyssey*, plays by all three of the major Greek tragedians (Aeschylus, Sophocles, and Euripides), and Ovid's *Metamorphoses*. Our readings of ancient texts will be supplemented by study of ancient art and frequent investigations of modern responses to and theorizing of myth in diverse fields and media, including sociological, psychological, and philosophical treatises; modern poetry; visual arts; and film.*

Humanities.

Writing course.

1 credit.

Eligible for INTP

Spring 2024. Munson.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

## **Comparative Literatures**

### **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.*

Humanities.

1 credit.

Eligible for INTP

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 070R. Translation Workshop**

*(Cross-listed as LING 070, RUSS 070)*

*This workshop in literary translation concentrates on translation theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for LING credit will write a final paper supported by a smaller portfolio of translations.*

*Excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.*

Humanities.

1 credit.

Eligible for INTP, RUSS

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 074F. The Shadow of the Enlightenment**

Crosslisted with FREN 074.

The following course offers a critical examination of the central ideas guiding the French Enlightenment, paying particularly close attention to the notion of "otherness" underlying the Enlightenment project—that is, that which is tacitly left out in the eighteenth century's valorization of reason. In opposition to the Enlightenment idea of the rational man is the irrational animal, a binary that materialist thinkers like La Mettrie and Condillac are quick to blur; in opposition to the Declaration of the Rights of Man and of the Citizen (the crowning civil rights document from the French Revolution) is Olympe de Gouges' Declaration of the Rights of Woman and of the Female Citizen, a text that criticizes eighteenth-century gender inequalities; in opposition to the Enlightenment's enormous blind spots surrounding race is Claire de Duras' *Ourika*, a novel that decries the pervasive racism of the eighteenth century. Throughout the semester, we will study the novels, essays, and dialogues that shape the major ideas of the Enlightenment (and the revolutionary modes of thinking that accompany it), while also studying that which lies in the shadow of the Enlightenment. Authors include: Voltaire, Diderot, Rousseau, Condillac, La Mettrie, Gouges, Duras.

Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 074A).

Humanities

1 credit.

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## LITR 042S. Borges: Aesthetics & Theory

(Cross-listed as SPAN 042)

Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

Taught in English.

Humanities.

1 credit.

Eligible for INTP, LALS, CPLT

Spring 2023. Martinez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## Dance

### DANC 023. Contemporary Performance

This course interrogates issues surrounding twenty-first-century movement-based performance including cultural hybridity and the relationship between movement and text. Using aesthetic theory and methodologies developed by performance studies and dance studies, we will ask what gets performed, where, and why.

Humanities.

1 credit.

Eligible for INTP

Spring 2023. Sabee.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### DANC 032. The Mass Ornament

What does it mean for a group of bodies to move as one? When did this become a valued element of ensemble dancing in western theatrical dance? In this course, students will examine mass dancing as an idea, through theories of the chorus and the mass, as well as in practice, through viewings of mass dancing ranging in contexts ranging from the corps de ballet to the chorus line to the flashmob.

Humanities.

1 credit

Eligible for INTP

Catalog chapter: *Music and Dance: Dance*  
Department website: <https://www.swarthmore.edu/dance>

## English

### **ENGL 035. The Rise of the Novel**

*Why do we read novels? How has the history of novel-reading shaped the way we think about ourselves, about other people, and about the world? In answering these questions, we will study the long history of the novel in English considered as an aesthetic and material form, as a record of social life, and as a way of imagining other possible worlds. We will begin in the eighteenth century, travelling through the novel's Victorian and Modernist incarnations and its post-colonial and post-modernist reconfigurations to end in the present. Includes close attention to major canonical novels and authors, a survey of the main critical and theoretical approaches to the novel, strategies for close reading and interpretation, introductory text-mining techniques, and investigation of how novels were printed and circulated. Recommended for anyone interested in reading, writing, or reviewing novels.*

*For majors and minors, this course can count either as an 18th/19th or 20th/21st century course.*

*GATEWAY English Literature.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST, INTP*

*Fall 2021. Buurma.*

*Fall 2022. Buurma.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 071S. Contemporary Life Writing: Form and Theory**

*In this course, we will explore contemporary forms of life writing. The term "writing" will be used flexibly to encompass self-representation in visual forms (including graphic memoir, photography, and video). Our topics will include the intersections among autobiography, biography, and fiction; self-narration as a public and political form; and how life writing has become intertwined with theoretical explorations of gender, sexuality, race, and biopolitics. Authors include Gloria Anzaldúa, Alison Bechdel, Theresa Hak Kyung Cha, Jamaica Kincaid, Maggie Nelson, and Paul B. Preciado. Assignments will include a creative life-writing project as well as academic essays with close textual analysis and scholarly argument.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 079. What is Cultural Studies?**

*What in the world is cultural studies? Focusing on film, art, fashion and music, we'll explore how to read and write about culture and power. Literary close reading will go hand in hand with ethnography, historiography, cinema studies, and aesthetic theory. Highlighting how race, class, sexuality and gender intersect in the production and consumption of cultural texts, the class emphasizes how what we read is part of the world in which we live.*

*20th/21st c.*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GSST*

*Fall 2021. Mani.*

*Spring 2023. Mani.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 080. Introduction to Literary Theory**

*This course introduces you to a range of theoretical methods for literary interpretation, including feminism, queer theory, Black studies, postcolonialism, Marxism, (new) historicism, ethnic studies, psychoanalysis, Native studies, ecocriticism, disability studies, and book history. We will read a selection of particularly fruitful approaches to understanding literature, including classic texts and exciting recent work; apply these methods to a variety of primary texts; and experiment with how we might extend and remake them in our own critical practices.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Fall 2021. Cohen.*

*Fall 2022. Cohen.*

*Fall 2023. Cohen.*

*Catalog chapter: English Literature*

*Department website: <https://www.swarthmore.edu/english-literature>*

## **ENGL 089E. Ecofeminism(s)**

*(Cross-listed as ENVS 042)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.*

*GATEWAY English Literature.*

*First year students need instructor's approval.*

*Humanities.*

*1 credit.*

*Eligible for ENVS, INTP, GSST, ESCH, GLBL*

*Fall 2023. DiChiro.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENGL 090. Queer Media**

*(Cross-listed as FMST 046)*

*The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence, and even the most mainstream media forms have been queered by subcultural reception. Challenging Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film through the lens of queer theory.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP, DGHU*

*Fall 2023. White.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

## **ENGL 092. Marxist Literary and Cultural Studies**

*How has Marxist thought informed the study of literature and culture, and how does Marxism speak to us today? This class provides a grounding in the work of Marx and Engels and then investigates how a range of more recent writers have built upon their ideas, particularly in relation to questions about race, gender, sexuality, and late capitalism. We will try out these interpretive approaches on a selection of primary texts, including poetry, pop music, advertisements, radical newspapers, fiction, and film--some assigned and some generated by the class.*

*20th/21st c.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GLBL-Core*

*Fall 2021. Cohen.*

*Fall 2023. Cohen.*



Catalog chapter: *English Literature*  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 111. Victorian Literature and Culture**

*This research-intensive seminar on the Victorian novel as a genre and a material object asks how literature can be both product and producer of its historical moment. Readings include novels by authors like George Eliot, Anthony Trollope, Elizabeth Gaskell, Wilkie Collins, George Meredith, Thomas Hardy, Bram Stoker, and Margaret Oliphant.*

*18th/19th c.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

*Fall 2021. Staff.*

*Fall 2022. Burma.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 121. Modernism and Forgetting**

*This course is an advanced research seminar on the literatures, cultures, and theories of modernism. Central questions include: How do aspects of psychic life, such as mourning and trauma, exert pressure on literary form? Why do memory's material traces (the archive, the photograph) enthrall the modernist imagination? What ethical or political values attend literary projects of remembering? Of forgetting? We will situate modernist literary practice alongside psychoanalytic, postcolonial, queer, and feminist critique.*

*20th/21st c.*

*Humanities.*

*2 credits.*

*Eligible for INTP, GBLB-Core*

*Spring 2022. Staff.*

Catalog chapter: *English Literature*

Department website: <http://www.swarthmore.edu/english-literature>

## **Environmental Studies**

### **ENVS 042. Ecofeminism(s)**

*(Cross-listed as ENGL 089E)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.*

*First year students need instructor's approval.*

*1 credit.*

*Eligible for CBL, ENVS, ESCH, GBLB - Core, GSST, INTP*

*Fall 2023. Di Chiro.*

Catalog chapter: *Environmental Studies*

Department website: <http://www.swarthmore.edu/environmental-studies>

### **ANTH 033E. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed as ENVS 029)*

*An introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy*

of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.

Social sciences.

1 credit.

Eligible for ENVS, GLBL-core, INTP, PEAC

Catalog chapter: Sociology and Anthropology

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **ENVS 029. Environmental Justice: Ethnography, Politics, and Action**

(Cross-listed with ANTH 033E)

This course offers students an introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of environmental anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.

Social Sciences

1 credit.

Eligible for ENVS, GLBL-core, INTP, PEAC

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **Film and Media Studies**

### **FMST 020. Critical Theories of Film and Media**

Film critic André Bazin's famous question, "What is cinema?," gained new relevance with the advent of digital media. This course introduces classical film theory (theories of modernity and perception, montage, realism), contemporary film theory (theories of film language, ideology, the cinematic apparatus, and spectatorship), approaches that cut across media (authorship, genre, stardom, semiotics, narratology, feminism, production and reception studies, cognitivism), and theorizations of new media. Through readings and weekly screenings, we explore the significance of film and other media in shaping and expressing our identities and cultural experiences. Strongly recommended for FMST majors and minors.

Prerequisite: FMST 001.

Humanities.

1 credit.

Eligible for INTP, FMST, DGHU

Spring 2022. White.

Spring 2023. White.

Spring 2024. Rehak.

Catalog chapter: Film and Media Studies

Department website: <http://www.swarthmore.edu/film-media-studies>

### **FMST 043. Conspiracy Media**

Investigates conspiracy and the paranoid imagination both within film and television narratives (through stories built around plots, hidden agendas, and betrayal) and as a mode of skepticism and mistrust toward media themselves (the role played by media in coverups, hoaxes, and "fake news"). Focusing on a period from the Cold War to present day politics, the course constructs an archeology of screen, print, and interactive media to explore the shifting meanings of conspiracy in response to technological and social change. Topics include the structural

*affinities among conspiracy, narration, and seriality; recurring thematics such as biological contagion, corporate and patriarchal menace, and supernatural forces; and the role of digital media in both spreading and debunking conspiracies. Required weekly viewing.*

*Eligible for FMST, INTP*

*Catalog chapter: Film and Media Studies*

*Department website: <https://www.swarthmore.edu/film-media-studies>*

## **FMST 045. Feminist Film and Media Studies**

*(Cross-listed as GSST 020)*

*This course explores theories and methods at the intersection of film and media and gender and sexuality studies, including representation and self-representation, historiography and canon formation, intersectionality and transnational politics, gender performativity and sexual dissidence, cultural production and critique. Required weekly screenings feature films and programs from a range of historical periods, national production contexts, and styles: mainstream and independent, narrative, documentary, video art, and experimental. Readings in feminist film theory will address questions of authorship and aesthetics, spectatorship and reception, image and gaze, and current media politics.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST, INTP*

*Fall 2022. White.*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **FMST 046. Queer Media**

*(Cross-listed as ENGL 090)*

*The history of avant-garde and experimental media has been intertwined with that of gender non-conformity and sexual dissidence. Queer theory has developed in relation to queer film texts and cultures. How do lesbian/gay/bisexual/transgender (lgbt) filmmakers queer sexual norms and standard media forms? Challenging classic Hollywood's heterosexual presumption and mass media appropriations of lgbt culture, we will examine lgbt aesthetic strategies and modes of address in contexts such as the American and European avant-gardes, AIDS activism, and transnational and diasporan film.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST, INTP, DGHU*

*Fall 2023. White.*

*Spring 2024. White.*

*Catalog chapter: Gender and Sexuality Studies, Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

## **French**

### **FREN 116. La Pensée géographique**

*Cartography, psychogeography, rhizomes, and so much more! How and why do philosophical and critical thinkers rely on spatial and geographical metaphors to work through some of their more complex ideas? How might some of these metaphors become models for understanding and analyzing texts? In this course, we will explore some of the central ideas behind this spatial turn in theory and criticism in conjunction with the study of French and Francophone texts: from medieval explorers and maps of early France and French empire to Situationism, poststructuralism, and postcolonialism.*

*May be taken for 1 credit with permission of the instructor.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **History**

### **HIST 025. Colonialism and Nationalism in the Middle East**

*This upper-level course will explore the vast and ever-growing scholarly literature on colonialism and nationalism in the Middle East. It will cover both key theoretical works that have helped to shape this body of historical writing as well as important monographs that exemplify particular approaches to the topic.*

*Social sciences.*

*1 credit.*

*Eligible for INTP, ISLM*

*Fall 2022. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 066. Making Sense of Being Sick: the Social Construction of Diseases in the Modern World**

*Discussing Latin American, European, African, Asian, and North American cases, this course examines public health strategies in colonial and neocolonial contexts; disease metaphors in media, cinema, and literature; ideas about hygiene, segregation and contagion; outbreaks and the politics of blame; the medicalization of society; and alternative healing cultures.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-core, INTP, LALS*

*Fall 2022. Armus.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 080. History of the Body**

*Bodies make history and bodies are subject to history's movements. The history of the body, a relatively recent field of inquiry, encompasses the histories of science, gender, sexuality, race, and empire. This course will explore different chapters of that history, with a focus on Europe and the Atlantic World.*

*Prerequisite: This course is not open to first year students.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 090S. Surveillance, Privacy, and Transparency: A History, A Debate, Some Futures**

*An interdisciplinary course on the history and current development of surveillance and privacy, looking at technologies, practices, and ideologies.*

*Social Sciences.*

*1 credit.*

*Eligible for INTP*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 140. The Colonial Encounter in Africa**

*Students focus on the social, economic, and cultural dimensions of the colonial and postcolonial era in modern Africa.*

*Social sciences.*

*2 credits.*

*Eligible for BLST, DGHU, INTP*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Linguistics**

### **LING 063. Supporting Literacy Among Deaf Children**

(Cross-listed at THEA 033 )

In this course, we will consider ways to promote literacy among young deaf children, including introducing them to sign language literature and the visual vernacular and encouraging shared reading activities with their care-takers. This course is jointly offered at Gallaudet University. The GALLY students will re-envision beloved picture books in a way that reflects deaf culture and video-record themselves telling those stories. The SWAT students will give (remote) feedback on those videos and then produce the revised versions in the form of YouTube videos and ebooks for the RISE Ebook project website. These bimodal-bilingual stories will be designed so that adults can share them with deaf children regardless of their knowledge of a sign language (or lack thereof).

*Prerequisite:* A background in linguistics, theater, film, early childhood development, or education would be helpful.

*Corequisite:* Students taking the course remotely must have access to an Apple computer or iPad with iBooksAuthor and must have access to film-editing programs. Students also need to have a rudimentary knowledge of a sign language (such as ASL) or concurrently take an attachment in ASL language.

Social sciences.

1 credit.

Eligible for INTP, GBLB - Core

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## Modern Languages and Literatures

### JPNS 073. Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature

Cross-listed with LITR 073J

This seminar-style course will challenge the myths of Japanese ethnic homogeneity and cultural isolation and will explore how modern "Japanese" literature crosses national and cultural borders. Topics to be examined include Japanese authors writing from abroad, colonial and postcolonial literatures, migration and writing in the Japanese diaspora, and the writings of ethnic minorities in Japan, including writers from Okinawa and Japan's resident Korean community. Readings and discussion will be in English but students with reading knowledge of Japanese will be encouraged to read works in the original.

Humanities.

1 credit.

Eligible for CPLT, ASIA, INTP, GBLB-paired.

Fall 2021. Gardner.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

## Music

### MUSI 008C. Medievalism in Music and Media

From the January 6 insurrection at the Capitol to Disney's *Frozen* to video games such as *The Witcher* and *Skyrim*, fictionalized allusions to the Middle Ages loom large in contemporary cultural and political landscapes. How are the Middle Ages presented and understood, and what is the role of sound and music in the "invention" of the Middle Ages? This course explores the slippery distinction between the "real" and the "made" musical Middle Ages (roughly defined as the fifth to the fifteenth centuries) through several case studies from the last two hundred years and spanning across a variety of genres and media: video games, television, cinema, popular and folk musics, manuscript and print scores, and opera. We will consider the musical strategies that performers, composers, and scholars have adopted to imagine the sound of the Middle Ages, as well as the historical, political, and ideological motivations prompting them in doing so.

HU

1

Eligible for INTP, MDST

Spring 2022. Agugliaro.

## Peace and Conflict Studies

### PEAC 043. Gender, Sexuality, and Social Change

ANTH 044

How has gender emerged as an analytical category? How has sexuality emerged as an analytical category? What role did discourses

surrounding gender and sexuality play in the context of Western colonialism in the Global South historically as well as in the context of Western imperialism in the Global South today? How are gender and sexuality-based liberation understood differently around the world? What global social movements have surfaced to codify rights for women and LGBTQ populations? How has the global human rights apparatus shaped the experiences of women and queer communities? What is the relationship between gender and masculinity? What are the promises and limits of homonationalism and pinkwashing as theoretical frameworks in our understanding of LGBT rights discourses? When considering the relationship between faith and homosexuality, how are religious actors queering theology? How do we define social change with such attention to gender and sexuality?

Social sciences.

Writing course.

1 credit.

Eligible for PEAC, GSST, INTP, GLBL- Core, ESCH

Fall 2022. Atshan.

Catalog chapter: Peace and Conflict Studies

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

## Philosophy

### PHIL 016. Philosophy of Religion

(Cross-listed as RELG 015B)

Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right and wrong? You might think of philosophy of religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and interreligious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe.

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Eligible for ESCH, INTP

Spring 2022. Wallace.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### PHIL 020. Plato and His Modern Readers

(Cross-listed as CLAS 020)

Plato's dialogues are complex works that require literary as well as philosophical analysis. While our primary aim will be to develop interpretations of the dialogues themselves, we will also view Plato through the lens of various modern and postmodern interpreters (e.g., Nietzsche, Heidegger, Derrida, Jung, Foucault, Irigaray, Rorty, Lacan, Nussbaum, Vlastos)

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

Writing course.

1 credit.

Eligible for CLST, INTP

Spring 2023. Ledbetter.

Fall 2023. Ledbetter.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### 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.

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Eligible for INTP, GLBL-Paired  
Fall 2022. Lorraine.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 049. Marx, Nietzsche, and Freud**

*This course will examine the work of three 19th century "philosophers of suspicion" who instigated modern exploration into what conditions our reality, thus raising questions about how the embodied, human subject emerges out of and experiences a social reality that informs the subject in specific ways. Their investigations into one's understanding of reality as impacted by class position (Marx), one's understanding of truth as the effect of will-to-power (Nietzsche), 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.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*  
*Humanities.*

*1 credit.*

*Eligible for INTP, GMST*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 069. Phenomenology-Then and Now**

*In this course we will look at classic figures in phenomenology like Husserl, Heidegger, and Merleau-Ponty, along with contemporary theorists, in order to investigate the kind of light descriptions of the lived experience of specifically human bodies in all their variations might shed on questions we face in the 21st century about what it means to be human (as opposed to, say, non-human life or artificial intelligence), embodied cognition, interdependent living and environmental change.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for INTP*

*Fall 2021. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 079. Poststructuralism**

*This course will examine poststructuralist thinkers such as Foucault, Derrida, and Deleuze in light of contemporary questions about identity, embodiment, the relationship between self and other, and ethics.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **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, Irigaray, and Deleuze to place contemporary themes of poststructuralist thought in the context of the phenomenological and existential tradition out of which they emerge.*

*Humanities.*

*2 credits.*

*Eligible for INTP, GMST*

*Spring 2023. Lorraine.*

*Fall 2023. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## Physics

### **PHYS 021. Capstone: Cultural Dimensions of Scientific Thought**

*(Cross-listed as INTP 091)*

*This seminar will explore the deep and often overlooked connections between physical and cultural ways of understanding the universe. To that end, we will be taking a historical and cross-cultural view of scientific forms of thought in order to examine the multiple, complex relationships that obtain between individual human agents and their social milieus in the processes of creating and advancing scientific theories of the universe. How, for example, do we take the measure of what we don't know? How do we ascribe differential values to scientific questions and solutions? In other words, what makes one question more important than another? What makes a scientific theory "elegant" or "beautiful," and why do (Western) scientists place epistemological value on such aesthetic considerations? Potential course topics include: the role of myth in the oral transmission of astronomical knowledge among Aboriginal Australians; the materialization of astronomical knowledge in ancient Mesoamerican architecture; early cultures of number and numerology; the technological conditions for advances in scientific thought; the role of social desire in scientific discovery and invention (of the infinitesimally small, of photography, or of relativity, for example); and the role of intercultural interaction in the creation of new approaches to scientific problems.*

*Non-distribution.*

*1 credit.*

*Eligible for INTP.*

*Catalog chapter: Physics and Astronomy*

## Political Science

### **POLS 011. Ancient Political Thought (TH)**

*Reason, force, and persuasion are central tools of politics. They are also considered and weighed by political philosophers as they write about the best (or best achievable) organization of political life to achieve some goal, and the best chance of making those arrangements endure. Use of each tool tends to reflect particular views about human nature, capacities, and differences. This course explores these and other key concepts of political thought, drawing on major works in the Western tradition, including Plato, Aristotle, Cicero, Augustine, Aquinas, and Machiavelli.*

*Social sciences.*

*1 credit.*

*Eligible for INTP*

*Spring 2022. Arlen.*

*Fall 2022. Thakkar.*

*Spring 2024. Thakkar.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 012. Modern Political Thought (TH)**

*This course introduces some of the major concepts and themes of modern political thought through a close reading of texts from the 16th to the early 20th century. The starting point of the course is Machiavelli's novel "science" of statecraft, which identified the state as the focal point of political activity, and announced that a good politician must be prepared to act immorally, or even love his city more than his soul. In other words, we begin with the thought of politics as a distinct sphere of activity, centered around the state, and separable from other spheres such as morality and religion. The problem of the modern state and the relationship of the political to other domains of life will guide our exploration of the fundamental concepts and debates of modern political thought. Other themes we will discuss include secularism and toleration, absolutist and popular sovereignty, constitutionalism and individual rights, theories of war and colonialism, and the relationship between social and political forms of domination. Authors include Niccolò Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Immanuel Kant, Alexis de Tocqueville, John Stuart Mill, Mary Wollstonecraft, Karl Marx, Max Weber and W.E.B. DuBois.*

*Social sciences.*

*1 credit.*

*Eligible for INTP*

*Fall 2022. Arlen.*

*Spring 2023. Arlen.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 031. Borders and Migration (CP)**



*This course, taught in Philadelphia, offers an introduction to the causes and consequences of international migration and examines the political responses of different national communities to the phenomenon. In the first part of the course we will explore why and how people move from one country to another and analyze the strategies through which states attempt to manage mobility and exercise control over their territories. Students will learn about patterns of regular and irregular migration, including economic and undocumented migrants, refugees, and asylum seekers. We will also interrogate the efficacy of border walls and other strategies of containment and control. In the second part of the course we consider how migration transforms both sending and receiving countries and evaluate how countries accommodate (or fail to accommodate) newcomers to their territories. The growing ethnic, religious, and linguistic diversity generated by international migratory flows has spawned fierce debates over national identity, social cohesion, and political stability. In order to make sense of these debates, we will analyze different regimes of immigrant integration, incorporation, and assimilation and evaluate the meaning of citizenship, social membership, and belonging. Classroom meetings will be supplemented with outside lectures and field trips in Philadelphia to observe immigration hearings and to meet with NGOs and community organizations working on issues surrounding migrant rights and refugee re-settlement. This course will be taught in Philadelphia as part of the Tri-Co Philly Program.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core; INTP eligible; PEAC eligible*

*Spring 2022. Balkan*

*Fall 2022. Balkan.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 054. Identity Politics (CP)**

*The term "identity politics" has become a mainstay of contemporary political discourse. In both scholarly and public debates, it is used to describe and make sense of phenomena as diverse as multiculturalism, white nationalism, civil rights, the women's movement, LGBTI activism, separatist groups, and violent ethnic conflicts. Identity is central to politics, but are all identities political? Where do identities come from and why do they matter for social and political life? Do we have the freedom to choose our own identities or are they ascribed to us by others? And to what extent do our identities dictate what we can do, think, know, or feel? This class offers an introduction to the politics of identity. Over the course of the semester, we will investigate how categories like class, race, gender, ethnicity, nation, religion, and sexuality impact politics and struggles for power around the world. Our readings will explore debates around the politics of recognition and representation, authenticity and cultural appropriation, corporate diversity and neoliberal multiculturalism, positionality and situated knowledge, oppression and empowerment, and intersectionality. Students will have the opportunity to conduct independent research on identity related topics of their choice.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for INTP; GBLB-Core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 079. Islam, Race, and Empire (CP)**

*Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core, GMST, ISLM, INTP, GSST*

Spring 2023. Balkan.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 100. Ancient Political Thought**

*This course will consider the development of political thought in the ancient and medieval periods and the emergence of a distinctively modern political outlook. Special attention will be paid to the differences between the way the ancients and the moderns thought about ethics, reason, wisdom, politics, democracy, law, power, justice, the individual, and the community. Key philosophers include Plato, Aristotle, and Hobbes.*

*Social sciences.*

*2 credits.*

*Eligible for INTP*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 101. Modern Political Theory (TH)**

*In this seminar, we will study the construction of the modern liberal state and capitalism through the works of Hobbes, Locke, and Rousseau, and then, in more detail, we will examine the greatest critics of the modern age—Marx, Nietzsche, Jung, and Foucault. Marx demands that we take history and class conflict seriously in political theory. Nietzsche connects the evolution of human instinct to the politics of good and evil for the sake of political transformation. Jung establishes psychology and mythology as foundations for politics, and Foucault uses all three of these critics to question the modern subject and the disciplines of power and knowledge that construct selves and politics in a postmodern age.*

*Social sciences.*

*2 credits.*

*Eligible for INTP*

*Fall 2023. Berger.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Religion**

### **RELG 015B. Philosophy of Religion**

*(Cross-listed as PHIL 016)*

*Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right and wrong? You might think of philosophy of religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and interreligious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, INTP, PHIL*

*Spring 2022. Wallace.*

*Spring 2024. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 004. Radical Jesus**

*(Cross-listed as CLST 004)*

*Discussion- and writing-intensive study of classical and contemporary understandings of the figure of Jesus through analytical reading, classroom dialogue, expository writing, and community engagement. It asks the questions, Who was the real historical Jesus? and, What is the relevance of Jesus for today? Introduction to wide understanding of Greco-Roman cultures and ancient texts, biblical and otherwise, including many of the extracanonical scriptures that did not make the final cut for inclusion in the commonly received New Testament. Also introduction to the Greek alphabet, lexicons, and research tools for New Testament study along with rudimentary Greek terms essential to biblical scholarship and commentary. Instruction is intellectually rigorous and responsive both to skeptical and faith-based readings of Jesus' biography and the*

*Bible. The ground is level in this class: believers and unbelievers, evangelicals and atheists are welcome. No prior background in religious or biblical studies is assumed or required.*

*The class is divided into four three-week sessions with each session devoted to one of the Gospels, and a final week-long session focusing on the Book of Acts. Each session will study the interplay between Christian scriptures along with writings and images about Jesus drawn from the Hebrew Bible, extracanonical writings, film and video, history, theology and fiction. Images of Jesus through time will be tackled: Jewish rabbi, political revolutionary, apocalyptic prophet, queer lover, desert shaman, African messiah, and Native American trickster.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CLST, ENVS, ESCH, INTP*

*Spring 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 032. Queering God: Feminist and Queer Theology**

*The God of the Bible and later Jewish and Christian literature is distinctively masculine, definitely male. Or is He? If we can point out places in traditional writings where God is nurturing, forgiving, and loving, does that mean that God is feminine, or female? This course examines feminist and queer writings about God, explores the tensions between feminist and queer theology, and seeks to stretch the limits of gendering-and sexing-the divine. Key themes include: gender; embodiment; masculinity; liberation; sexuality; feminist and queer theory.*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 037. Sex, Gender, and the Bible**

*The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and "family values."*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP, MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 112. Postcolonial Religious Thought**

*Today we are facing the four horsemen of the apocalypse: climate catastrophe, white nationalism, global poverty, and a raging pandemic. In confronting these dire threats, what is the role of religion? This seminar explores new models for understanding religion -- Indigenous studies, liberation theology, critical plant studies, queer theory -- and a variety of thinkers -- Kierkegaard, Buber, Bonhoeffer, Derrida, Mbembe, Tinker, Kimmerer -- to enable resiliency, even joy, in the face of the coming storm.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

*Fall 2022. Wallace.*

*Fall 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Russian**

### **RUSS 037. Crime or Punishment: Russian Narratives of Captivity and Incarceration**

(Cross-listed as LITR 037R)

"Bless you, prison, for having been in my life!" - Solzhenitsyn. While the Gulag remains the most infamous aspect of the Soviet justice system, Russia has a long history of inhumane punishment on a terrifying scale. This course explores narratives of incarceration, punishment, and captivity from the 17th century to the present day. In discussing (non-)fiction, history, and theory, we will consider such topics as justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering.

Authors include Dostoevsky, Tolstoy, Chekhov, Kropotkin, Akhmatova, Solzhenitsyn, Pussy Riot, Navalny, Michel Foucault, Susan Sontag, and Angela Davis, among others.

We'll also have the opportunity to speak with two of our writers, Ali Feruz (jailed Uzbek journalist + LGBTQ+ rights activist) and Oleg Navalny (served 3.5 years on false charges + brother of Russian opposition leader Alexei Navalny).

Taught in translation; no knowledge of Russian language or culture required. All are welcome.

Humanities.

1 credit.

Eligible for PEAC, INTP, GBLB-Paired, ESCH

Fall 2023. Vergara.

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 043. Chernobyl: Nuclear Narratives and the Environment**

(Cross-listed as LITR 043R)

What really happened on April 26, 1986? This course will introduce students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures. Texts will be drawn from (non-)fiction, poetry, film, TV, video games, VR, and other media, as we consider the labyrinth of Chernobyl's mythology through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Fields trips and guest speakers. The final class project will involve an installation at McCabe Library. Taught in translation. No knowledge of Russian required. Open to all.

Humanities.

Writing course.

1 credit.

Eligible for ENVS, INTP, GBLB - Paired

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <https://www.swarthmore.edu/russian>

### **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.

Humanities.

1 credit.

Eligible for INTP, MDST

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Russian

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 070. Translation Workshop**

(Cross-listed as LING 070, LITR 070R)

This workshop in literary translation will concentrate on both theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for linguistics credit will write a final paper supported by a smaller portfolio of translations. No prerequisites exist, but excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.

Humanities.

1 credit.

Eligible for INTP  
Fall 2022. Forrester.  
Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

## Sociology

## Spanish

### **SPAN 042. Borges: Aesthetics & Theory**

*(Cross-listed as LITR 042S)*

Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

Taught in English.

Humanities.

1 credit.

Eligible for LALS, INTP, CPLT

Spring 2023. Martínez.

Catalog chapter: *Spanish*

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 078. Laberintos borgeanos**

Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. None of his lines, none of his declarations happened inadvertently. Hated or held dear, Borges is incessantly quoted. As literary critic Beatriz Sarlo explains, reading Borges as a writer without nationality is an act of aesthetic justice because Borges won, for Latin Americans, the prerogative of working inside all the cultural traditions. However, this universalistic reading ignores the ties that unite him to Argentine and Latin American cultural traditions. We will read Borges from this double perspective: as a universal writer, and also as a writer who seeks to reinvent the history and the traditions of his own country.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS, INTP

Spring 2024. Martínez.

Catalog chapter: *Spanish*

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 108. Jorge Luis Borges**

This seminar focuses on one of the most influential writers of all time: Jorge Luis Borges, who devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. His works have shaped all of modern and contemporary fiction, but also influenced fields as diverse as critical theory, philosophy, film, and computer science.

We will study how Borges's short stories blend Latin American localism and universalism, often through philosophical parables, metafictional commentaries, and detective fiction, without ever allowing the development of the tale to lose its aesthetic brilliance.

To help enrich our seminar discussions, each class session will be organized around one of Borges's major themes: labyrinths, infamy, crime fiction, memory and time, fate and identity, among others.

Humanities.

2 credits.

Eligible for LALS, INTP

Fall 2023. Martínez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## Note:

For the most up-to-date, semester-by-semester list of courses, please consult the program website at [www.swarthmore.edu/intp](http://www.swarthmore.edu/intp).

Any courses attached to the program, at the time taken, will be counted toward requirements for the minor in interpretation theory.

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.

## Islamic Studies

### Courses

**TARIQ al-JAMIL (Religion), Coordinator**  
**Anita Pace (Administrative Assistant)**

Committee:

Khaled Al-Masri (Modern Languages and Literatures, Arabic)

Farha Ghannam (Sociology and Anthropology)<sup>3</sup>

Alexandra Gueydan-Turek (Modern Languages and Literatures, French)

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

<sup>3</sup>*Absent on leave, 2021-2022.*

Swarthmore's Islamic Studies Program focuses on the diverse experiences and textual traditions of Muslims in global contexts. As one of the world's great religions and cultures, Islam has shaped human experience—both past and present—in every area of the world. The academic program explores the expressions of Islam as a religious tradition, the role of Muslims in shaping local cultures, Islamic civilization as a force of development in global history, and the significance of Islamic discourses in the contemporary world. The program offers an undergraduate minor, drawing from the academic disciplines of art history, dance, film and media studies, gender and sexuality studies, history, modern languages and literatures, political science, religion, and sociology and anthropology. The Islamic Studies Program challenges students to consider a wide range of social, cultural, literary, and religious phenomena in both the Arabic and non-Arabic speaking parts of the world. These include aspects of life in countries with Muslim majorities such as Egypt, Syria, Indonesia, Pakistan, Afghanistan, Iran, and Turkey as well as those countries with vital minority communities such as France, Germany, and the United States. A sample of coursework includes *The Qur'an and its Interpreters*; *Islamic Law and Society*; *Gender, Sexuality, and the Body in Islamic Discourses*; *Cultures of the Middle East*; *Culture, Power, Islam*; *Cultural History of the Modern Middle East*; *Cities of the Middle East*; and *Kathak Dance Performance*.

## The Academic Program

### Course Minor

All students must take a minimum of 5 Islamic Studies Program credits. Students must follow the guidelines below regarding the required 5 courses.

### Requirements

1. *The 5 required courses must cross at least 3 different academic departments.*
2. *Only 1 of the total 5 credits required by the Islamic studies minor may overlap with the student's major.*
3. *Students must successfully complete Arabic 004 (and its prerequisites) or the equivalent. This requirement is waived for native speakers of Arabic and for students who demonstrate sufficient competence by passing an equivalency exam. Alternate fulfillment of the language requirement may also be approved by the Islamic Studies Committee if a student demonstrates competence in another language that is relevant to the study of a Muslim society and is directly related to the student's academic program. Only Arabic courses beginning at the level of Arabic 004 or its equivalent will count toward the total 5 credits in Islamic studies required for the minor.*

*To supplement classes offered at Swarthmore, students are encouraged to explore and take classes at other nearby colleges, especially Bryn Mawr, Haverford, and the University of Pennsylvania. Students are also strongly encouraged to spend a minimum of one semester abroad in a program approved by both Islamic studies and Swarthmore's Off-Campus Study Office. In addition to furthering the student's knowledge of Islam and Muslim societies, studying abroad is a unique opportunity for personal and intellectual growth.*

## Acceptance Criteria

*Students interested in Islamic studies are invited to consult with members of the Islamic Studies Committee before developing a proposal for a minor. The proposal should outline and establish how a minor in Islamic studies relates to the student's overall program of undergraduate study and should provide a list of the courses to be taken. The minor is open to students of all divisions.*

*Students will be admitted to the minor after having completed at least two Islamic studies courses at Swarthmore in different departments with grades of B or better. Applications to the program must be submitted by March 1st of the sophomore year, and all programs must be approved by the Islamic Studies Committee. Deferred students will be re-evaluated at the end of each semester until they are either accepted or they withdraw their application.*

## Honors Minor

*To complete an honors minor in Islamic Studies, a student must have completed all the course requirements for the interdisciplinary minor listed above. Students are encouraged to take a 2-credit honors seminar in an Islamic studies topic in either their junior or senior year. Honors students are required to complete a 2-credit thesis under program supervision that will count toward the minimum of 5 credits required for the interdisciplinary minor or take a 2-credit Islamic Studies honors seminar. Students normally enroll for the thesis (ISLM 180) in the fall semester and in the spring semester of the senior year. The honors examination will address the themes explored in the 2-credit thesis or the 2-credit Islamic Studies honors seminar.*

## Special Major

*Students are invited to consider a special major in Islamic studies in consultation with members of the Islamic Studies Committee. The proposal should include the above requirements and should provide a list of the courses.*

## Islamic Studies Courses

### **ISLM 096. Thesis**

*Humanities.*

*1 credit each semester.*

*Eligible for ISLM.*

*Fall 2021. Staff.*

*Spring 2022. al-Jamil.*

*Fall 2022. al-Jamil.*

*Spring 2023. al-Jamil.*

*Fall 2023. al-Jamil.*

*Spring 2024. al-Jamil.*

*Catalog chapter: Islamic Studies*

*Department website: Islamic Studies*

### **ISLM 180. Honors Thesis**

*1 credit each semester.*  
*Eligible for ISLM*  
*Fall 2021. Staff.*  
*Spring 2022. al-Jamil.*  
*Fall 2022. al-Jamil.*  
*Spring 2023. al-Jamil.*  
*Fall 2023. al-Jamil.*  
*Spring 2024. al-Jamil.*  
*Catalog chapter: Islamic Studies*  
*Department website: <http://www.swarthmore.edu/islamic-studies>*

## The Following Courses

*The following courses may be applied to an academic program in Islamic studies. See individual departments to determine specific offerings in 2019 - 2022.*

### Anthropology

#### **ANTH 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.*

*Social sciences.*

*Writing course*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

#### **ANTH 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.*

*Social sciences.*

*2 credits.*

*Eligible for ISLM*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### Dance

#### **DANC 046. Dance Technique: Kathak**

*This class introduces the hot rhythms (*talas*) and the cool emotions (*rasa*s) of the Indian classical dance art: Kathak. The dancing involves high energy, rapid turns, and fast footwork as well as movement of eyes, hands, neck, and fingers. This syncretic dance style from north India draws on Hindu and Muslim cultural traditions (*Bhakti* and *Sufi*) and forms the raw material for the global-pop Bollywood dance. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies.*

*Open to all students. No prior dance experience is required.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for ISLM, ASIA*

*Fall 2021. Green.*



Fall 2022. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 049F. Dance Performance Repertory: Kathak**

*This is a moderate level technique course on Kathak. We will work on teen tala or metrical scale of sixteen beats to learn complex rhythmical structures called bols. The various patterns of bols such as tukra, tehai and paran will also be explored. The two aspects of Kathak technique nrta (abstract movement) and nritya (expressive gestures) will be used for a final composition.*

*The final composition will be presented in a scheduled student dance concert.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: DANC 046 or prior knowledge of any classical Indian dance forms.*

*0.5 credit or P.E.*

*Eligible for ASIA*

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

## History

### **HIST 001W. First-Year Seminar: Promised Lands: European Settler Colonies 1830-1962**

*This course explores European settler colonialism in Africa (including Algeria, Angola, and South Africa), Southeast Asia (including Indonesia), Oceania (Australia), and elsewhere in the 19th and 20th centuries. Students will analyze the practices and lived experiences of the European imperial project while considering topics such as intimate relationships; notions of self and identity; and economic, political, and physical domination. We will examine settler reactions to decolonization and the legacies of settler colonialism in independent African and Asian states.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, ISLM*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 006B. The Modern Middle East**

*This survey class introduces students to Middle Eastern history from the late eighteenth century to the present. We will cover the major political, social, and cultural developments in the region during this period and examine how Middle Eastern societies and cultures have been represented over the last two centuries.*

*Social sciences.*

*1 credit.*

*Eligible for ISLM, GBLB-Paired*

*Spring 2022. Shokr.*

*Spring 2023. Shokr.*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 025. Colonialism and Nationalism in the Middle East**

*This upper-level course will explore the vast and ever-growing scholarly literature on colonialism and nationalism in the Middle East. It will cover both key theoretical works that have helped to shape this body of historical writing as well as important monographs that exemplify particular approaches to the topic.*

*Social sciences.*

*1 credit.*

*Eligible for INTP, ISLM*

*Fall 2022. Shokr.*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

## **HIST 031. France in Algeria, France and Algerians, 1830-present**

*What do the existentialist Albert Camus and the soccer star Zinedine Zidane have in common? The intertwined histories of Algeria (Camus' birthplace) and France (Zidane's). This course examines that history, from the 1830 invasion to the War of Independence to today. We will ask how the settler population, of whom Camus is just an example, emerged and analyze debates about citizenship represented by Zidane and other children of Algerian migrants. Throughout, we will interrogate the history of French empire.*

*Prerequisite: Department prereq of a previous history course*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ISLM*

*Fall 2022. Brown.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

## **Modern Languages and Literatures, Arabic**

### **ARAB 004. Intermediate Modern Standard Arabic II**

*This course is a continuation of ARAB 003. Because the material covered in this course relies heavily on the previous course, students are expected to review and be familiar with the previous work in ARAB 001, ARAB 002 and ARAB 003.*

*Prerequisite: ARAB 003 or equivalent or permission of the department.*

*Humanities.*

*1.5 credits.*

*Eligible for ISLM*

*Spring 2022. Hanna, Ahmed.*

*Spring 2023. Hanna, Ahmed.*

*Spring 2024. Hanna, Ahmed.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

### **ARAB 011. Advanced Arabic I**

*This course will: (1) conduct a quick review of the basic structures, grammar, and vocabulary learned in earlier courses, (2) introduce new vocabulary in a variety of contexts with strong cultural content, (3) drill students in the more advanced grammatical structures of MSA, and (4) train students to comprehend a variety of MSA authentic reading passages of various genres from Intermediate to Intermediate High on the ACTFL scale.*

*Prerequisite: Successful completion of ARAB 004 and permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Fall 2021. Al-Masri.*

*Fall 2022. Al-Masri.*

*Fall 2023. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

### **ARAB 011A. Arabic Conversation**

*A conversation course concentrating on the development of intermediate skills in speaking and listening through the use of texts and multimedia materials in Modern Standard Arabic. The aim of this course is for the student to acquire well-rounded communication skills and socio-cultural competence. The selected materials seek to stimulate students' curiosity with the goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments for discussion in class. Moreover, students will write out skits or reports for oral presentation in Arabic before they present them in class. This class is conducted entirely in Arabic.*

*Prerequisite: ARAB 011 (may be taken concurrently) or the equivalent*

*0.5 credit.*

*Eligible for ISLM*

*Fall 2021. Ahmed.*

*Fall 2022. Ahmed.*

Fall 2023. Ahmed.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 012. Advanced Arabic II**

*This course is a continuation of ARAB 011 and all previous course in the sequence. This course will begin with a quick review of advanced grammatical structures and vocabulary. Students will continue to encounter a wide range of authentic texts and audiovisual materials to enhance their competency in reading, writing, listening, and speaking, with a special emphasis on vocabulary building.*

*Prerequisite: Successful completion of ARAB 011 and permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Spring 2022. Hanna.*

*Spring 2023. Al-Masri.*

*Spring 2024. Al-Masri.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 012A. Advanced Arabic Conversation**

*A conversation course concentrating on the development of intermediate skills in speaking and listening through the use of texts and multimedia materials in Modern Standard Arabic. The aim of this course is for the student to acquire well-rounded communication skills and socio-cultural competence. The selected materials seek to stimulate students' curiosity with the goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments for discussion in class. This class is conducted entirely in Arabic.*

*Prerequisite: ARAB 012 (may be taken concurrently) or the equivalent*

*0.5 credit.*

*Eligible for ISLM*

*Spring 2022. Ahmed.*

*Spring 2023. Ahmed.*

*Spring 2024. Hanna.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 013. Levantine Arabic**

*The aim of this course is to introduce, develop, and cultivate Levantine Arabic (LA) speaking, listening, and reading skills. Emphasis is placed on the similarities and differences in spoken Arabic used in everyday situations by Jordanian, Syrian, Lebanese, and Palestinian speakers. Students will learn the phonological and syntactic rules of LA and acquire knowledge of the social and cultural elements embedded within LA, as well as the contexts in which it is used. Students will be exposed to textual and audiovisual materials predominantly in LA.*

*Prerequisite: Two years of Modern Standard Arabic (MSA) or equivalent. Those who have completed one year of MSA and wish to enroll in this course are encouraged to consult with the Arabic Program.*

*Humanities.*

*1 credit.*

*Eligible for ISLM.*

*Fall 2021. Hanna.*

*Fall 2023. Hanna.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <https://www.swarthmore.edu/arabic>

## **ARAB 021. Topics in Modern Arab Literature**

*This course surveys the major writers, trends, themes, and experiences in Arabic literature from the 19th century to the present. Beginning with the nahda (the Arab renaissance), we will explore the impact of intellectual debates and developments on the emergence of modern Arabic literature. Through the study of a variety of different texts and authors, from a range of geographies and periods, we will investigate diverse literary and cultural narratives. Common themes, such as the negotiation of modernity and tradition, social and political transformation, and the changing role of women, will provide a structure for comparison. This course is taught in Arabic.*

Humanities.

1 credit.

Eligible for ISLM, GLBL-Paired

Fall 2021. Al-Masri.

Fall 2022. Al-Masri.

Fall 2023. Al-Masri.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 022. Discourses of Oppression in Contemporary Arabic Fiction**

*Designed to meet the needs of students who have completed ARAB 021: Introduction to Modern Arabic Literature, this course provides an in-depth look at major fictional representations of the institutionalized and non-institutionalized sites and structures of oppression explored by Arab writers. Subtle and overt forms of political oppression are investigated, as well as experiences of hegemony related to gender, sexuality, class, religion, and ethnicity. This course also examines the ways in which oppression is rethought, restructured, and challenged in Arabic fiction, leading to new understandings and possibilities in reality. This course is conducted entirely in Arabic.*

Humanities.

1 credit.

Eligible for ISLM, GLBL-Paired

Spring 2022. Al-Masri.

Spring 2023. Al-Masri.

Spring 2024. Al-Masri.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 025. War in Arab Literature and Cinema**

*(Cross-listed as LITR 025A)*

*This course will explore literary and cinematic representations of war in the Arab world, focusing on the Arab-Israeli Conflict, the Lebanese Civil War, and the Iraq wars. We will look at poetry, fiction, memoir, prison narratives, film, and experimental texts. Through the examination of a variety of experiences, genres, and perspectives, we will ask questions like: How do narratives of war contribute to the formation of national, local, and Arab identities? How has the experience of war impacted understandings of religion, masculinity, gender, and domestic violence? We will identify common themes and images and investigate how these patterns change and develop in different spatial and temporal contexts.*

Humanities.

1 credit.

Eligible for ISLM, PEAC

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 029. Arabs Write the West**

*(Cross-listed as LITR 029A)*

*Drawing on historical, fictional, and autobiographical narratives, this course investigates Arab representations of the Occident. These texts explore cultural encounters, both at home and abroad, border crossings, hybridity, experiences of colonialism and neocolonialism, the psychology of Orientalism and Occidentalism, processes of assimilation and resistance, and the question of contact zones. Differences in geography, period, context, and positionality will provide a variety of perspectives on the theme. Works by Abd Al-Rahman Al-Jabarti, Rifa'a Al-Tahtawi, Yahya Haqqi, Sulaiman Fayyad, Tayyib Salih, Leila Ahmed, and Fadia Faqir will be discussed. This course is taught in English.*

Humanities.

1 credit.

Eligible for ISLM

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 030. Writing America in Arabic**

*This course will explore how Arab writers have fictionalized and narrated their experiences in America since the first major wave of Arab immigration to the United States in the late 19<sup>th</sup> century until the present day. Readings will be primarily drawn from literary texts, such as excerpts from novels, short stories, and poetry, but also include autobiographical and editorial pieces. Debates concerning minority status,*

women's rights, individual and community identification, tradition versus assimilation, Orientalist and Occidentalst stereotyping, and political engagement will animate our discussions. Works by Afifa Karam, Abd al-Masih Haddad, Yusuf Idris, Radwa Ashour, Sunallah Ibrahim, Miral al-Tahawi, Alaa al-Aswani, and others, will be studied. This course is conducted entirely in Arabic.

Humanities.

1 credit.

Eligible for ISLM, PEAC

Fall 2023. Smith.

Catalog chapter: Modern Languages and Literatures: Arabic

Department website: <http://www.swarthmore.edu/arabic>

### **ARAB 041. Self and Nation in Mahmoud Darwish's Poetry and Prose**

*As one of the greatest, most distinct voices in Arabic literature, Mahmoud Darwish has played a significant role in shaping Palestinian national identity politics and cultural imaginations, while also offering thoughtful reflections on the human condition more broadly. This course explores how Darwish's poetry and prose articulate themes like homeland, exile, displacement, dispossession, loss, love, nostalgia, death, and grief. Our examinations of his prominent texts serve as a gateway to understanding the story of Palestine and to analyzing the tensions between individual and national identity, history and mythology, memory and forgetfulness, and peace and conflict. Additionally, the course pays special attention to Darwish's literary innovations and the stylistic features of his work, which grant him a central spot on the vast Arabic literary map. This course is conducted entirely in Arabic. Advanced knowledge of Arabic is required to successfully complete this course.*

Humanities.

1 credit.

Eligible for ISLM.

Spring 2022. Al-Masri.

Catalog chapter: Modern Languages and Literatures: Arabic

Department website: <https://www.swarthmore.edu/arabic>

### **ARAB 045. Contemporary Thought in the Arab World**

*(Cross-listed as LITR 045A)*

*This survey course will trace some of the main themes, problems and issues that have been debated among Arab thinkers and intellectuals since the latter part of the 19th century. The course will start with the 19th century but emphasize discussions following the military defeat of 1967 and the ensuing cultural and political crisis. Discussions related to "turath" (heritage), the different strategies of its reading and interpretation, and the possibilities of using these readings to confront contemporary challenges will be the center of attention of the course. Readings will comprise three types of texts: those providing historical and social background, translations by the different thinkers under discussion, and articles and essays that interpret and critique these thinkers.*

Humanities.

1 credit.

Eligible for ISLM

Catalog chapter: Modern Languages and Literatures: Arabic

Department website: <http://www.swarthmore.edu/arabic>

## **Modern Languages and Literatures, French**

### **FREN 045B. La France et le Maghreb**

*This course examines the relationship between France and the Maghreb, two cultural spaces that are simultaneously united and divided by their common violent colonial history. Through the study of novels, films, art work and theoretical texts, we will trace the evolution of this conflicted relationship from the 1950's to present times. We will focus, in particular, on the following topics: (post) colonialism and nationalism, diglossia and Francophonie, gendered representation, immigration and exile, transculturation and globalization.*

Humanities.

1 credit.

Eligible for ISLM, GBLB-Paired

Spring 2022. Gueydan-Turek.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*  
Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 056. Ces femmes qui écrivent/Reading French Women**

Humanities.

Eligible for GSST

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 109. Honors Seminar: Queering North African Subjectivities**

*This seminar will explore the ways in which literary, visual and cultural representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas in France. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations in French that straddle competing cultural traditions, memories, and material conditions can queer citizenship.*

*Advanced content course or instructor's approval.*

Humanities.

2 credits.

Eligible for ISLM, GSST

Fall 2021. Gueydan-Turek.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 111. Désir (post)colonial**

*This course addresses how the colonial encounter has shaped modern perceptions of race, ethnicity, gender, and sexuality through the production, circulation and consumption of deformed images of its colonial subjects. From noble savages and whimpering slaves to hideous monsters and seductive harem girls, we will examine the dynamics of representation embedded in colonial narrations and visual constructions of the "Other," focusing on conceptualizations of power as they relate to race, sexual politics and the gendering of the colonial subject. Primary texts include literature of the slave trade, orientalist fictions and photographs, colonial films, museum exhibitions and world's fairs, and contemporary works of fiction that deal with the legacy and sometimes continue the colonial desire.*

*Has a Francophone component. May be taken for 1 credit with permission from the instructor.*

Humanities.

2 credits.

Eligible for BLST, ISLM, GSST, GBL - Paired

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

## **Modern Languages and Literatures, Russian**

### **RUSS 023. The Muslim in Russia**

*(Cross-listed as LITR 023R)*

*The long and strong relationship of Russia and Islam has been neglected in scholarship until recently. This course will examine texts (and films) spanning more than a thousand years, to introduce actual interactions of Russians and Muslims, images of Muslims in Russian literature (and a few Muslim images of Russia), the place of Muslim writers in Soviet literature, and the current position of Muslims in Russia and in Russian discourse.*

Humanities.

1 credit.

Eligible for ISLM

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

## **Peace and Conflict Studies**

### **PEAC 003. Crisis Resolution in the Middle East**

*This introductory course is designed for students without a background in Peace and Conflict Studies or Middle East Studies. Central questions include: How do we define crises in the contemporary Middle East/North Africa region? How does the nature of the crisis (political, economic, social, and environmental) impact communities differently? How are grassroots actors, civil society institutions, states, and international organizations responding to these challenges in their nation-states and across borders? What transnational networks of solidarity have linked the Middle East to other regions across the globe? For instance, this course will examine the consequences of environmental degradation and escalating food prices on conflict and instability across the region. We will trace the origins of autocratic regimes in the Middle East and social movements calling for rights and reforms on one hand and the rise of fundamentalism and terrorism (i.e. Al-Qaeda and ISIS). Furthermore, the course will explore crises such as contemporary Syria, and how local and international interventions aimed at reversing the marginalization of and threats against-minority populations (ethnic, religious, gender, sexuality, ability) have come to constitute a realm of crisis management. By understanding crises through the theoretical prism of human security frameworks, we will ascertain the prospects for democratization, development, pluralism, and peace in the region.*

*Social sciences.*

*1 credit.*

*Eligible for ISLM, PEAC, ESCH*

*Spring 2023. Atshan.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 053. Israeli-Palestinian Conflict**

*This course will examine the historical underpinnings of the Israeli-Palestinian conflict and how they have shaped the contemporary context in Israel/Palestine. We will approach this from a demography and population-studies framework in order to understand the trajectories and heterogeneity of Israeli and Palestinian societies and politics. For instance, how has the relationship between race and period of migration to Israel impacted Ashkenazi and Mizrahi Israeli sub-populations differently? What explains divergent voting patterns between Palestinian Christians and Muslims over time? How can we measure inequality between Israeli settlers and Palestinian natives in the West Bank in the present? The course will also synthesize competing theoretical paradigms that account for the enduring nature of this conflict. This includes-but is not limited to-the scholarly contributions of realist political scientists, U.S. foreign policy experts, social movements theorists, security sector reformers, human rights advocates, international law experts, and negotiations and conflict resolution practitioners.*

*Social Sciences.*

*1 credit.*

*Eligible for PEAC, ISLM*

*Fall 2022. Atshan.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **Political Science**

#### **POLS 079. Islam, Race, and Empire (CP)**

*Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core, GMST, ISLM, INTP, GSST*

*Spring 2023. Balkan.*

Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

## Religion

### **RELG 008B. The Qur'an and Its Interpreters**

*This course will include detailed reading of the Qur'an in English translation. The first part of the course will be devoted to the history of the Qur'an and its importance to Muslim devotional life. The first portion of the course will include: discussion of the history of the compilation of the text, the methods used to preserve it, styles of Qur'anic recitation, and the principles of Qur'anic abrogation. Thereafter, attention will be devoted to a theme or issue arising from Qur'anic interpretation. Students will be exposed to the various sub-genres of Qur'anic exegesis including historical, legal, grammatical, theological and modernist approaches.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, MDST*

*Spring 2022. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 011B. The Religion of Islam: The Islamic Humanities**

*This course is a comprehensive introduction to Islamic doctrines, practices, and religious institutions in a variety of geographic settings from the rise of Islam in the seventh century to the present. Translated source materials from the Qur'an, sayings of Muhammad, legal texts, and mystical works will provide an overview of the literary expressions of the religion. Among the topics to be covered are: the Qur'an as scripture and as liturgy; conversion and the spread of Islam; Muhammad in history and in the popular imagination; concepts of the feminine; Muslim women; sectarian developments; transmission of religious knowledge and spiritual power; Sufism and the historical elaboration of mystical communities; modern reaffirmation of Islamic identity; and Islam in the American environment.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ISLM, MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 013. The History, Religion, and Culture of India II: Muslim, Hindu, Sikh, and Dalit in North India**

*After a survey of premodern Hindu traditions, the course tracks the sources of Indo-Muslim culture in North India, including the development of Sufi mysticism; Sindhi, Urdu, and Tamil poetry in honor of the Prophet Muhammad; syncretism under Mughal emperor Akbar; and the consolidation of orthodoxy with Arfad Sirhindi and his school in the 16th to 17th century. We then trace the rise of the Sikh tradition in the milieu of the Mughals, northern Hindu Sants and mendicant Sufis, popular goddess worship and village piety, focusing on several issues of religious experience. We then turn to the colonial and post-colonial period through the lenses of the Hindu saints, artists, and reformers (the "nationalist elite") of the Bengali Renaissance, and the political and religious thought of Mohandas Gandhi and Dalit reformer Ambedkar. We will use perspectives of various theorists and social historians, from Ashis Nandy, Partha Chatterjee, Peter van der Veer, to Veena Das and Gail Omvedt.*

*Humanities.*

*1 credit.*

*Eligible for ASIA ISLM*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 029. Is God a White Supremacist?**

*This course will focus on representations of race in religious discourses and social practice. Particular attention will be given to discussion of the interpretive practices that are foundational to the process of "whiteness-making" and the construction of white identity. With primary source readings and secondary literature ranging from the biblical interpretation of white supremacist "Christian identity" churches to the articulation*



of the Yakub theory of racial formation in the Nation of Islam, the course readings will: address religious theories justifying racial domination, engage in critical examination of the influence of religious thought both past and present on comparative global racisms, and transnational whiteness. Themes will include: evil and the nature of suffering, human/anti-human binaries, death and being, and perceptions of the racialized transcendent Other in the social, political, and symbolic order.

Humanities.

1 credit.

Eligible for ISLM, BLST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 053. Gender, Sexuality, and the Body in Islamic Discourses**

An exploration of sexuality, gender roles, and notions of the body within the Islamic tradition from the formative period of Islam to the present. This course will examine the historical development of gendered and patriarchal readings of Islamic legal, historical, and scriptural texts. Particular attention will be given to both the premodern and modern strategies employed by women to subvert these exclusionary forms of interpretation and to ensure more egalitarian outcomes for themselves in the public sphere. Topics discussed include female piety, marriage and divorce, motherhood, polygamy, sex and desire, honor and shame, same-sex sexuality, and the role of women in the transmission of knowledge.

Humanities.

1 credit.

Eligible for ESCH, GSST, ISLM, MDST

Fall 2022. al-Jamil.

Fall 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 054. Power and Authority in Modern Islam**

This course examines some of the salient issues of concern for Muslims thinkers during the modern period (defined for the purposes of this course as the colonial and post-colonial periods). Beginning with discussion of the impact of colonialism on Islamic discourses, the course moves on to address a number of recurrent themes that have characterized Muslim engagement with modernity. Readings and/or films will include religious, political, and literary works by Muslims in variety of cultural and linguistic settings. Topics to be discussed will include: nationalism and the rise of the modern nation-state, questions of religion and gender, the Israeli-Palestinian conflict, developments in Islam in the United States and Canada, and case studies of reformist and revivalist movements in the modern nation-states of Iran, Iraq, Afghanistan, Pakistan, and Saudi Arabia. Special attention will be paid to contemporary Muslim responses to feminist critiques, democracy, pluralism, religious violence, extremism, and authoritarianism.

Humanities.

1 credit.

Eligible for ISLM.

Fall 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism and Islam**

An examination of the concepts of martyrdom, holy war, and suicide in Islam, Christianity, and Judaism. How are "just" war, suicide, martyrdom presented in the sacred texts of these three traditions? How are the different perspectives related to conceptions of death and the afterlife within each tradition? Historically, how have these three traditions idealized and/or valorized the martyr and/or the "just" warrior? In what ways have modern post-colonial political groups and nationalist movements appropriated martyrdom and holy war in our time?

Humanities.

2 credits.

Eligible for ISLM, MDST, PEAC

Spring 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 119. Islamic Law and Society**

*A survey of the history of Islamic law and its developments, with particular attention to the ways Islamic legal principles were formed, organized, operated in practice, and changed over time. It will focus on issues in Islamic legal theory, methodology, constitutional law, personal law, and family law that have had the greatest relevance to our contemporary world. This course functions as a basic introduction to the Islamic legal system in its pre-modern and contemporary forms. The course will also provide comparative discussion of the contrasts between Islamic legal theory and positive law and European and American legal and constitutional thought.*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST*

*Spring 2024. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 127. Secrecy and Heresy**

*This seminar will explore religious literature, bodily practices, and social behaviors associated with the performance of secrecy in various geographical, historical, and political contexts. Religious communities have often employed secrecy as a strategy for the maintenance of group solidarity and religious identity when faced with allegations of heresy. Secrecy functions not only as a means to subvert and undermine the marginalization of religious minorities but as a powerful tool for the creation of more egalitarian possibilities through preservation of privileged knowledge and the presence of internally shared though externally undisclosed social and religious connections. What kinds of religious secrets are meant to be safeguarded? What set of behaviors and strategies are required to keep these "secrets" or sustain adopted personas? Is religious secrecy merely a tactic for ensuring survival in the context of social marginalization and political persecution? What is the relationship between secrecy and suspicion? Is it necessary that what one wishes to conceal is inherently negative, pernicious or even heretical?*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST*

*Spring 2022. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Latin American and Latino Studies**

*Courses*

### **Coordinator:**

**DIEGO ARMUS (History), Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Elaine Allard (Educational Studies)<sup>1</sup>**

**Nanci Buiza (Spanish)**

**Désirée Díaz (Spanish)**

**Samuel Handlin (Political Science)<sup>1</sup>**

**Luciano Martínez (Spanish)<sup>1</sup>**

**Edwin Mayorga (Educational Studies)**

**Roberto Vargas (McCabe Library)**

*Affiliated Faculty:*

**Paloma Checa-Gismero (Art History)**

**José Luis Machado (Biology)**

## **James Padilioni (Religion)** **Salvador Rangel (Sociology)**

<sup>1</sup> *Absent on Leave 2021-22 Academic Year*

*Swarthmore's Latin American and Latino Studies Program introduces students to the shared history and the rich diversity of Latin American societies, cultures and nation-states, as well as with the transnational dynamics that shape Latino, Latina and Latinx experiences in the United States. Students in the program draw on a variety of disciplines for a fuller understanding of how to conceptualize "Latin America" and "latinidad" in all their complexity. Spoken language, literature and visual culture; pre-colonial, colonial, and modern history; indigenous, immigrant, and diasporic experiences; political and economic systems and social movements; religion, spirituality and other forms of devotion; and socioeconomic conditions and cultural identities all figure into this far-ranging and broadly inclusive course of study. Courses in sociology, educational studies, history, Spanish, religion, political science, peace and conflict studies, and art history contribute to this exciting interdisciplinary program.*

*Students may pursue a minor or a special major in Latin American and Latino Studies. Studying beyond the traditional classroom walls provides students with invaluable opportunities for enriching intellectual experiences and personal growth. Most students pursuing a minor or a special major spend at least one semester abroad in Latin America. For students who are unable to study abroad for whatever reason, completing an internship or community service project in a Latinx community in the U.S. offers another way of experiencing a meaningful off-campus experience with the community.*

## **The Academic Program**

*Students interested in the Latin American and Latino Studies Program are invited to consult with the program coordinator and members of the LALS Committee before developing a proposal. The proposal should establish how Latin American and Latino Studies relates to the overall program of undergraduate study and to the departmental major. The minor is open to students of all divisions.*

## **Course Minor**

*Latin American and Latino Studies minors must complete the following requirements:*





### **Language:**

*LALS requires the successful completion of SPAN 004 Intensive Advanced Spanish or its equivalent.*

*This requirement is waived for native and heritage speakers of Spanish, and for students who demonstrate sufficient competence in this or another Latin American language (including Portuguese and relevant indigenous languages), as determined by the Latin American and Latino Studies Committee. Note: LALS credit is not offered for language courses.*

### **Courses:**

*Students must complete a minimum of 5 Latin American and Latino Studies-eligible courses and/or seminars.*

-  *These 5 courses must span both the Humanities and Social Sciences Divisions.*
-  *In order to develop a basic introduction to Latin America as a social, political and cultural region, students must complete one of the following courses, preferably by the end of their sophomore year: HIST 004: Introduction to Latin American History; POLS 057: Latin American Politics; or SPAN 012: Imágenes y contextos hispánicos.*
-  *Only 1 of the total 5 courses required for the Latin American and Latino Studies minor may overlap with a student's major or other minor.*
-  *To graduate with a minor or a special major in Latin American and Latino Studies, a student must maintain a minimum grade of "B" in the program, and a "C" average in any other course work.*

## Study Abroad or Other Immersive Learning Experience

- *The immersive experience may take one of two forms: either studying abroad in a program approved by both the Latin American and Latino Studies Committee and the Off-Campus Study Office, or completing a semester-long internship or community service project in Latin America or in a Latinx community in the U.S. Either option should be approved by the Latin American and Latino Studies coordinator.*
- *Students may apply two courses from work taken abroad in Latin America to their Latin American and Latino Studies academic program.*
- *Courses taken abroad must have a clear Latin American focus and must be preapproved by the appropriate department in order to count for the LALS minor.*
- *Study abroad must be pursued in Spanish or Portuguese. Students must complete Spanish 004, or its equivalent, before going abroad.*
- *Language courses are not eligible for study abroad credit.*
- *Students are strongly encouraged to complete the introductory course requirement (see above) prior to their immersive off-campus learning experience.*

## Honors Minor

*To complete an honors minor in Latin American and Latino 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 seminar chosen may not be an offering within their major department.*

## Special Major

*Students may plan a Latin American and Latino Studies special major that includes closely related work in one or more departments. Students must have completed at least two LALS-related courses with grades of B or better to be accepted into the major. Students also have the possibility of designing an individualized special major in coordination with other departments.*

*Special majors consist of at least 10 courses and no more than 12 courses.*

*Latin American and Latino Studies special majors and individualized special majors must complete the major comprehensive requirement of a 1-credit thesis or other written research project designed to integrate the work across departmental boundaries, or a comprehensive examination. Any student interested in pursuing an individualized special major must meet with the LALS Program Coordinator to establish a concrete plan for meeting these requirements.*

## Life After Swarthmore

*Swarthmore graduates who have taken part in the Latin American and Latino Studies Program find that their rich understanding of the cultures and people of Latin America and Latinos in the U.S. is attractive to employers. Graduates most frequently pursue careers in public service, law, government, education, humanities, social sciences, and the media.*

## Latin American and Latino Studies Courses

*The following courses are eligible for credit toward a minor or special major in Latin American and Latino Studies:*

*\* All papers and projects for affiliated courses must focus on topics related to Latin American and Latino Studies*

### **LALS 015. First Year Seminar: Introduction to Latinx Literature and Culture**

*Cross-listed with SPAN 015*

*This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.*

*Offered each fall. Taught in English.  
Humanities.  
Writing Course.  
1 credit.  
Fall 2021. Diaz.  
Fall 2022. Staff.  
Catalog chapter: Latin American and Latino Studies  
Department website: <https://www.swarthmore.edu/latin-american-and-latino-studies>*

### **LALS 052. Afro-Caribbean Literature and Visual Culture**

*Cross-listed with SPAN 052 , LITR 052S  
The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

### **LALS 057. Performing Latinidad: Latinx Film, Theater & Performance Art**

*Cross-listed with SPAN 057*

### **LALS 062. The Politics of Latinx Art and Activism**

*Cross-listed with SPAN 062*

### **LALS 090. Thesis**

*1 credit.  
Eligible for LALS  
Fall 2021. Staff.  
Spring 2022. Staff.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.  
Catalog chapter: Latin American and Latino Studies  
Department website: <http://www.swarthmore.edu/latin-american-studies>*

### **LALS 093. Directed Reading**

*Non-distribution.  
1 credit.  
Eligible for LALS  
Fall 2021. Staff.  
Spring 2022. Staff.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.  
Catalog chapter: Latin American and Latino Studies  
Department website: <http://www.swarthmore.edu/latin-american-studies>*

### **LALS 180. Senior Honors Thesis**

*2 credits.  
Eligible for LALS*

Catalog chapter: *Latin American and Latino Studies*  
Department website: <http://www.swarthmore.edu/latin-american-studies>

## Anthropology

### **ANTH 037C. Anti-Corruption Politics in Latin America & the Caribbean**

*Anti-corruption discourse has become one of the salient modes of articulating claims for justice and against political, financial, and corporate power in contemporary Latin America & the Caribbean. In fact, the mobilization of anti-corruption discourse in the region has become an undeniable force capable of toppling governments, sending corporate executives to prison, and bringing masses to the streets demanding change. What is the relation between today's "wars" against corruption and ongoing transformations of political and economic power in Latin America & the Caribbean? How has anti-corruption discourse reshaped imaginaries of political transformation and emancipatory politics in the region? Rather than assuming a singular definition of corruption, this course explores it as a powerful concept that is not simply or neutrally defined by law or morality - one with a complex history linked to colonialism and imperialism, as well as to changing ideas of democracy and justice. Through our readings and discussions, we will develop critical and analytical tools to interrogate the long-standing stereotype of Latin America as inherently "corrupt" and how this stereotype is mobilized in the present. We will advance this critical work through exploring concrete cases that show the significance of anti-corruption politics as a tool for accountability and change.*

*Social sciences.*

*1 credit.*

*Eligible for LALS, ESCH, GBLB-core*

*Spring 2022. Azuero-Quijano.*

*Spring 2024. Azuero-Quijano.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## Art History

### **ARTH 046. Socially Engaged Art in the Americas**

*Can art change the world? Questions about the impact of art in the social fabric are constitutive of the idea of avant-garde art. This course will introduce students to these debates as they took shape in the American continent since 1960. With an emphasis on forms of art practice that outspokenly seek to provoke positive social change, this class provides a parallel narrative of contemporary art, in which art exits the museum space to ingrain itself in broader social processes.*

*During the semester students will learn about different theories of socially engaged art articulated by artists and art historians alike. We will consider art as activism in the Civil Rights era, forms of artistic resistance to Latin American military dictatorships, second wave feminist art, contemporary community-based art, and forms of engaged art practice concerned with planet-wide environmental crisis. We will debate the tactics and ideals guiding these practices, and we will evaluate the potential risks that come with relying on art for social transformation. This course alternates short lecture periods with in-class discussion of primary and secondary sources. It is structured around six thematic blocs, at the end of which students will produce a short written assignment.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, PEAC, GBLB-paired, LALS*

*Fall 2021. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/>*

### **ARTH 048. 20th Century Latin American Art**

*This introductory course exposes students to the histories, theories, and forms of modern art in Latin America in the 20th Century. The course explores the development of artistic scenes in the continent, and how avant-garde art practices have engaged a variety of nation-building programs -either as reinforcements or as refutations. During this course students will become familiar with scholarship and critical frameworks formulated in Latin America, as well as in the United States.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GBLB-paired*

*Spring 2022. Checa-Gismero.*

Catalog chapter: *Art and Art History*  
Department website: <https://www.swarthmore.edu/art-and-art-history>

## Economics

### **ECON 084. Latin American Economies**

*A survey of the development experience of Latin American countries. We study policy choices in their political and institutional context. Topics include Latin American economic history, informality in labor markets, pension reform, antitrust policy, regional economic integration and trade, debt and currency crises, and the effectiveness of foreign aid.*

*Guest speakers from universities across Latin America will present on topics pertinent to their own countries. We plan to visit the World Bank and the Interamerican Development Bank (most likely virtually due to COVID restrictions) to learn about their projects and lending in the LA region.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for GLBL-paired, LALS*

*Fall 2021. Olivero.*

*Fall 2022. Staff.*

*Catalog chapter: Economics*

*Department website: <https://www.swarthmore.edu/economics>*

## Educational Studies

### **EDUC 045. Literacies and Social Identities**

*This course explores the intersections of literacy practices and identities of gender, race, class, religion, ethnicity, and sexual orientation within communities of practice. It includes but is not limited to school settings. Students will work with diverse theory and analytical tools that draw on educational, anthropological, historical, sociological, linguistic, fictional, visual, popular readings and "scenes of literacy" from everyday practice. Fieldwork may be required and includes a Learning for Life partnership, tutoring, or community service in a literacy program.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GSST, LALS.*

*Fall 2022. Anderson.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 048. From the Undercommons: Ethnic Studies and Education**

*What is ethnic studies? How can ethnic studies be part of efforts to transform educational and social conditions today from the position of the undercommons? This course is an examination of the origins, theories, pedagogies, politics, and policies that have come to define ethnic studies in US education. What key historical events and struggles in U.S. society and education have contributed to ethnic studies as an "undiscipline," and as curriculum? Colonialism, race, ethnicity, nationalism, diversity, inclusion, segregation, community control, resistance and survivance, are among the potential topics to be examined in relation to ethnic studies pedagogies, policies, and social movements in formal (N-Higher Ed) and informal (afterschools, CBOs, museums, social movements, etc) settings. Coupled to this inquiry will be a weekly field assignment where students will be collaborating with educators (N-Higher Ed) in crafting or further developing curricular projects that apply an ethnic studies lens.*

*Social science.*

*1 credit.*

*Eligible for LALS, BLST*

*Fall 2022. Mayorga.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

### **EDUC 053. Educating Emergent Bilinguals**

*(Cross-listed as LING 053)*

*Emergent bilingual youth-- those students who speak another language at home and are in the process of learning English at school-- are one of the fastest growing and most underserved populations in U.S. schools today. This course examines their experiences through multiple lenses, exploring the impact of immigration policy on schools, linguistic discrimination and English-only ideologies, theories of bilingualism and language development, policies and practices for teaching multilingual students, and asset-based approaches to curriculum, instruction, and parent engagement. Students in the course complete weekly fieldwork in area classrooms serving emergent bilinguals and a small-group study of the neighborhood and school context. Required for students pursuing teacher certification and an essential first course for the ESL Program Specialist certificate.*

*Prerequisite: EDUC 014 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for LALS, ESCH.*

*Fall 2021. Weinberg.*

*Fall 2022. Allard.*

*Fall 2023. Staff.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **EDUC 152. Immigration and Education**

*In this research seminar, students will study intersections between immigration and education policy and practice in the United States. Through readings on historical and contemporary immigration and schooling, students will consider the shifting goals and approaches to educating immigrant youth in the U.S. and the ways in which immigration policies impact the everyday experiences and future prospects of immigrant youth at different ages and educational stages. Students will conduct a literature review on an immigrant population of their choice and will develop qualitative research skills through a group research project on current immigration and education policy. Students' research will culminate in a short film, piece of public scholarship, or journal article, depending on students' interests and strengths.*

*Prerequisite: 2 Courses in Educational Studies or permission of the instructor. Eligible for LALS credit.*

*1 or 2 credits.*

*Eligible for LALS*

*Spring 2023. Allard.*

## **History**

### **HIST 001P. First Year Seminar: History through the Lens: Latin America, Latinos, Photography, and the Present**

*This course uses photographs to explore key processes in the making of modern Latin America, such as urbanization, industrialization, migration, labor, race, ethnicity, gender, disease, sports, leisure, music, food, politics, religion, and the environment.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 004. Latin American History**

*Drawing on literature, cinema, newspapers, cartoons, music, official documents, and historical essays, this survey course examines the colonial incorporation of the region into the Atlantic economy; the neo-colonial regimes of the 19th and 20th centuries and their diverse and convergent historical paths; and the challenges and opportunities of earlier and current globalization trends. Emphasis on changes and continuities over five centuries exploring revolutionary, reformist, and conservative agendas of change as well as gender, class, racial, and religious issues.*

*Social sciences.*

*1 credit.*

*Eligible for LALS*

*Spring 2022. Armus.*

*Spring 2023. Armus.*

*Fall 2023. Armus.*



Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 065. Cities of (Im)migrants: Buenos Aires, Lima, Philadelphia, and New York**

*Why do people move? Who participates in the migration process? How do local political, cultural, and economic conditions and broader global capitalist forces shape individual/family decisions to migrate? What forces mold (im)migrants' adjustments to the new cities? When do (im)migrant groups become communities? This course explores the adjustment of European immigrants in Buenos Aires, internal migrants in Lima, and Latinos in Philadelphia and New York and their roles in the making of modern metropolises.*

*Prerequisite: HIST or LALS course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GBLB-core*

*Spring 2023. Armus.*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 066. Making Sense of Being Sick: the Social Construction of Diseases in the Modern World**

*Discussing Latin American, European, African, Asian, and North American cases, this course examines public health strategies in colonial and neocolonial contexts; disease metaphors in media, cinema, and literature; ideas about hygiene, segregation and contagion; outbreaks and the politics of blame; the medicalization of society; and alternative healing cultures.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GBLB-core, INTP, LALS*

*Fall 2022. Armus.*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 067. Digging Through the National Security Archive: South American "Dirty Wars" and the United States' Involvement**

*Focusing on 1970s Latin American dictatorships, this course's aims are twofold: firstly, a critical examination of the available scholarship on the so-called "Dirty Wars" that produced the disappearance of thousands of citizens—particularly young people—in the context of state terrorism; secondly, an exploration of the relations between those Latin American dictatorships and the United States through a rigorous research exercise using the National Security Archive and other primary sources.*

*Prerequisite: At least one course in history or professor permission.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for LALS, PEAC*

*Spring 2022. Armus.*

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

### **HIST 067T. Digging through the American Tobacco Archives: Public Health, Corporate Deception, and Cigarette Smoking in the 20th Century**

*This course examines the worldwide transformation of cigarette smoking from a celebrated and well-accepted habit into a medicalized, risky, and regulated practice. We will research the Truth Tobacco Industry Documents Archive, an online repository with thousands of documents produced by the deceptive workings of big American tobacco corporations aiming at undermining the medicalization of the cigarette smoking habit worldwide. Individual or group research projects might deal with the Latin American region or other areas of the world.*

*Prerequisite: HIST or LALS course.*

*Social Sciences.*

*1 credit.*

*Eligible for GBLB-paired, LALS*

Fall 2021. Armus.

Catalog chapter: History

Department website: <https://www.swarthmore.edu/history>

## **HIST 149. Reform and Revolutions in Modern Latin America**

*The historical problem of change-political, economic, social, and cultural-in peripheral Latin America. It emphasizes nation-building capitalist ideas, populist experiences that produced deep reformist transformations, and revolutionary processes that started very radical and over time became moderate.*

Social sciences.

2 credits.

Eligible for GBLB-Paired, LALS, PEAC

Fall 2022. Armus.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

## **Linguistics**

### **LING 002B. First-Year Seminar: Creoles in the Caribbean**

*Creole languages are new language varieties arising out of contact between European languages and non-European languages (from the regions of the Atlantic, Pacific and Indian Ocean) during colonization. The primary focus will be on Anglophone Creoles of the Caribbean and the Caribbean coast of Central America: Belize, Costa Rica, Nicaragua, Guatemala, Panama and Honduras. In addition to examining structural features, we will examine the sociohistorical and linguistic circumstances leading to the formation of new language varieties as well as the colonial ideologies which shape the study of Creoles and their status in Creolophone societies. Other aspects to be explored include: Creoles and education, the commodification and spread of Creole languages (e.g. through Reggae), linguistic agency and resistance, the possible relationship between Creoles and African American English (AAE), whether Creoles are autonomous languages and if they constitute one language family.*

1 credit.

Eligible for LALS.

Spring 2022. Fuller Medina.

Catalog chapter: Linguistics

Department website: <http://swarthmore.edu/linguistics>

### **LING 053. Educating Emergent Bilinguals**

*(Cross-listed as EDUC 053)*

Social sciences.

1 credit.

Eligible for CBL, LALS

Fall 2021. Weinberg.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

## **Peace and Conflict Studies**

### **PEAC 038. Civil Wars & Neoliberal Peace in Central America**

*This course focuses on the sociopolitical turmoil that devastated Guatemala, Nicaragua, and El Salvador as a wave of revolutionary wars swept across the region from the 1960s to the early 1990s and sought to end decades of oppressive military dictatorships. After studying the civil wars and their causes, the course will then focus on the peacebuilding efforts and the implementation of democracy within the neoliberal economic order. Of particular interest are the failures of the peacebuilding process, the current gang violence in the region, and the widespread political corruption supported by an economic system that has made of everyday life an exercise in survival.*

*We will pay special attention to U.S. intervention in Central America, particularly the consequences of its involvement in the military dictatorships and armed conflicts in the region. We'll focus on issues of social trauma and social disaffection, of historical memory and the genocide of the Mayas, of political resistance and the struggle for social justice, and of the limits of postwar reconstruction and reconciliation in the era of neoliberalism. This course will help us understand the current crisis of Central*

*American immigration to the U.S.  
Humanities.*

*1 credit.*

*Eligible for LALS, PEAC*

*Fall 2022. Buiza.*

*Fall 2023. Buiza.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## Political Science

### **POLS 035. Democracy and Dictatorship (CP)**

*This course examines the nature of democratic and authoritarian governments and explanations for regime change (either from dictatorship to democracy or the reverse). Topics include the relationship between democracy and development, the power (and limitations) of the United States to spur democratization in other countries, the institutional foundations of strong dictatorships, the notion that established democracies might be currently eroding, and the role potentially played by Russia and China in buttressing autocracy in other countries.*

*Comparative*

*Social science.*

*1 credit.*

*Eligible for GLBL-Core, LALS-eligible*

*Spring 2024. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 051. Global Justice (TH)**

*The idea of "global justice" has become increasingly influential in contemporary political philosophy. Its advocates argue that the complex challenges of a globalized world require theoretical principles which transcend specific nation-state contexts. In this political theory seminar, we shall explore the conceptual, normative, and institutional insights of the global justice literature. Topics may include: global resource inequalities and the prospect of international distributive justice; the ethics of immigration, migration, and border control; new perspectives on sovereignty, citizenship, and international law; cosmopolitan ethics and human rights; climate change and natural resource politics; just war theory and the legitimacy of humanitarian intervention; the ethics of global philanthropy and developmental aid. Throughout, we shall assess the performance of existing global governance institutions, while considering new frameworks for promoting transnational public spheres and holding powerful global actors accountable.*

*Social Science.*

*1 credit.*

*Eligible for GLBL-core*

*Spring 2022. Arlen.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 057. Latin American Politics (CP)**

*This course examines major topics in Latin American politics from the 20th century to the present, with particular emphasis on Brazil, Chile, Mexico, and Venezuela. These topics include the rise and fall of democracies and dictatorships, the spread of neoliberal economic models, the expansion of social policy and anti-poverty programs, the difficulties of combatting corruption, the problem of violence and its relationship to the drug trade, and the recent ascendance of the left.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for LALS, GLBL-Paired*

*Fall 2023. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 082. Surveillance and Repression (CP)**

*All states collect information on citizens and use violence to counter certain threats to their authority. But the extent of such activity, and its implications for the liberty and wellbeing of citizens, can vary widely across time and space. Focusing on the United States and Latin America, this course examines the politics of state surveillance and repression. We first investigate the growth of the US surveillance state in the second half of the 20<sup>th</sup> century and the role of surveillance and repression in several authoritarian regimes in Latin America during that time period. We then consider how technological changes have amplified the capacity of states to surveil citizens in the 21<sup>st</sup> century and the struggles of different societies across the Americas to place appropriate limits on such activity, examining topics like mass communications collection, the spread of commercial spyware, the exportation of surveillance technologies to Latin American countries by both the US and China, and the role of big tech companies whose business models has been termed "surveillance capitalism."*

*Comparative*

*Social Science.*

*1 credit.*

*Eligible for LALS, PEAC*

*Spring 2023. Handlin.*

*Spring 2024. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 086. The United States and Latin America (CP)**

This course examines the complex and checkered relationship between the United States and Latin America. The first half of the course locates this relationship within the post-colonial context and explores how US policy toward Latin America changed over the course of the late 19<sup>th</sup> and 20<sup>th</sup> centuries, with particular attention to the role of commercial interests, the geopolitics of the Cold War, and the often adverse consequences of US intervention for Latin American peoples and their struggles for democratic self-determination. The second half of the course explores a series of contemporary issues in depth, including free trade agreements, drug war policy and transnational criminal networks, the contentious politics of immigration, and the implications of China's recent challenge to US hegemony in the region.

*Comparative*

*Social Science.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 109. Comparative Politics: Latin America (CP)**

*A comparative study of the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, El Salvador, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.*

*Social sciences.*

*2 credits.*

*Eligible for LALS, GLBL-Paired*

*Fall 2022. Handlin*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Religion**

### **RELG 003B. Varieties of Religious Experience in African Diaspora**

*This course explores varieties of Black Diaspora religion through the lens of religious experience -- or all those ways that Black ritual foregrounds sensible encounters with Spirit as an aim of worship. Through reading discussions, lectures, multimedia sources, and social media platform assignments, students will discover aspects of Black Spirit ritual through the domains of the five physical senses: touch, taste, sight, smell, sound; choreography, kinaesthetics and embodied movement; and the Diasporic "sixth senses" of dreams, visions, divination, revelation, spirit possession, trance, and ecstasy.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 007B. The Caribbean Carnival: Sacred Myth and Performance**

*From saint feast day processions and pilgrimages for Black Christ statues to Carnival, Crop Over, and other Caribbean harvest festivals, religious holidays in Latin America are occasions for celebration. This course focuses on religious festivals and ritual bodies to reveal the ways these performances form mobile archives of history that yet testify both to the accumulated forces of colonialism, slavery, and capitalism that shaped this region, as well as the power of choreography and other embodied movement as instruments and devices of popular insurgency. Course materials include primary and secondary readings, multimedia sources such as ethnographic videos and audio recordings, material and sartorial culture objects, and in-class lectures and discussions. Potential field trip to Philadelphia's El Carnaval de Puebla.*

Humanities.

1 credit.

Eligible for BLST, ESCH, LALS

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 045. Bob Marley's Setlist: Vibrations of a Rastafari Worldview and Ethos**

*On July 21, 1979, Bob Marley & the Wailers performed at Boston's Harvard Stadium as part of the Amandla Festival of Unity held in support of the liberation of South Africa. Their 90-minute reggae music concert featured a sonic-rhythmic-choreographic kaleidoscope looping the audience through 400 years of Rastafari mythic history and prophetic visions: although Africans were taken captive to Babylon (the American wilderness of racial capitalism), Jah Rasatafi had prepared a homeland in Ethiopia for the return of all Jah people, if only they chant down Babylon's destruction by preaching one love, good vibrations, and unity in I-and-I.*

*This class holds reggae music as a preeminent liturgical corpus of the Rastafari tradition, and investigates the Rasta worldview as performed by Bob Marley & the Wailers during their legendary Amandla set. Through a combination of concert video footage and a set of secondary source materials, students will place each Marley & the Wailers reggae anthem within its mystic Rastafari theological, aesthetic, and historic contexts. Topics include Diasporic Ethiopianism, Black Diaspora-Jewish Diaspora typology, Afro-Jamaican spirit-ecstatic musical traditions (myal, obeah, kumina, and burru), Rasta womanhood/gender, Caribbean resistance to slavery via marronage and fugitivity (Tacky's Rebellion), pan-Africanism (Marcus Garvey's UNIA "Back to Africa" Movement).*

Humanities.

1 credit.

Eligible for BLST, LALS

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 109. Afro-Atlantic Religions**

*This course investigates the Afro-Atlantic trope of spirit possession. The notion of "possession" contains a double meaning, referring in one register to phenomena of trance, ecstasy, and other embodied engagements with Spirit(s), historically identified by religious studies scholars as hallmarks of African Diasporic ritual traditions. In yet another register, the notion of "possession" chains Black religion to the history of the Transatlantic Slave Trade and its logic of racial capital that sold Black bodies as commodities to be possessed by a master. By way of ethnographic field reports, videos, films, and readings in critical race theory, kinesthetics, and phenomenology, students will untangle these tropes of Black spirit and possession to discover what their alternative, Africanist perspectives might teach us about the nature of Being, consciousness, materiality, and how to live well in ancestral community.*

Humanities.

2 credits.

Eligible for BLST, LALS

Spring 2022. Padilioni.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **Sociology**

### **SOCI 020D. Race in Latin America and the Caribbean**

*Is it the "one-drop rule," phenotype, or something else? Indeed, as a social construct, racial categories are created, codified, and contended based on their unique sociopolitical histories. This course will introduce you to the sociological study of race and ethnicity throughout the Americas-North, Central, and South. We will learn how white supremacy, The Transatlantic Slave Trade, and imperialism have shaped the sociohistoric construction of race over time and space and its implications for racial inequality in respective societies. Central to this course, is understanding comparative perspectives with how anti-Blackness and anti-indigeneity is constructed in Latin America, the Caribbean, and the United States. The course invites us to consider how the legacies of European domination persist, and to think critically about how to move forward.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS*

*Fall 2021. Veras.*

*Fall 2023. Veras.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 035D. Capitalism and Migration**

*The issue of transnational migration has been much debated by politicians, the media and laypeople alike. This is especially the case in the last few years. Images of migrants making their way to the nearest border, families being separated through deportation and children being detained in cages fill our screens. But, do we understand what causes people to migrate in the first place? To understand this, we need to analyze the root causes of transnational migration as well as the politics involved in it. This will require engagement with issues of power, the legal system and the production of migrant illegality, race, the nation-state, etc. Rather than only a survey of theories related to the topic, this class is designed to provide you with a holistic approach to the study of migration from a critical sociological perspective.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, LALS, GBLB-core*

*Fall 2021. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 035E. Immigration, Race, and the Law**

*"What part of 'illegal' don't you understand?" is perhaps the most common phrase that immigration restrictionists offer as a way to support their opposition to undocumented migration while seemingly supporting the "rule of law." The phrase is usually an attempt to shut down debate around the issue of undocumented migration by appealing to the perceived infallibility of the law. As we will learn in this class, however, there is much that we don't understand when it comes to how the presence of certain groups of people in the country is rendered "illegal". We will also examine how the notion of illegality is a profoundly racialized one, with some people's citizenship commonly viewed as suspect, regardless of their legal status in the country. With the aid of theory and history, we will question the presumed neutrality and infallibility of the law and study the inherent exclusionary nature of citizenship under capitalism.*

*Social sciences.*

*1 credit.*

*Eligible for LALS*

*Spring 2023. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **Spanish**

### **SPAN 012. Imágenes y contextos hispánicos**

*This course provides an introduction to the Hispanic world with an emphasis on its visual culture. The goal is to understand the key cultural processes that have shaped Latin America and Spain. We will begin by examining early contact between Europeans and Amerindian civilizations. We will analyze how the history of the Christian, Jewish, and Muslim traditions in Spain had a great impact on how the Spanish colonial empire developed in the New World. We will then study the nation-building processes of the nineteenth century in Latin America, and continue on to more recent topics, such as the periods of war and postwar in Spain and some Latin American countries.*

*Students will develop advanced skills in written Spanish by completing several written assignments over the course of the semester.*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

Writing course.

1 credit.

Eligible for LALS, GLBL-Paired

Fall 2022. Hernández.

Spring 2023. Staff.

Fall 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

### **SPAN 015. First Year Seminar: Introduction to Latinx Literature and Culture**

(Cross-listed as LITR 015S, ENGL 009F, LALS 015)

This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.

Offered each fall. Taught in English.

Humanities.

Writing course.

1 credit.

Eligible for LALS, CPLT

Fall 2021. Diaz.

Fall 2022. Staff.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 023. Introducción a la literatura latinoamericana**

This course introduces students to the richness of Latin American literature through the critical analysis of texts that represent many different moments in the complex history of an extraordinary region.

Special emphasis will be placed on the shifting relationships between aesthetics, politics, and social change.

Students will be able to compare and contrast how major writers (Quiroga, Borges, Rulfo, García Márquez, Fuentes, Neruda) as well as emerging ones confront one key question: "Who are we?" Students will analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; revolutionary processes; race and ethnicity; gender and sexuality.

This is an ideal course for those students who want to strengthen their oral and writing proficiency in Spanish. Especially recommended for those planning to study abroad.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Humanities.

Writing course.

1 credit.

Eligible for LALS, GLBL-Paired, ESCH, CPLT

Fall 2021. Hernández.

Spring 2023. Martínez.

Spring 2024. Martínez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 042. Borges: Aesthetics & Theory**

(Cross-listed as LITR 042S)

Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an

irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

Taught in English.

Humanities.

1 credit.

Eligible for LALS, INTP, CPLT

Spring 2023. Martínez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 043. Horror y maravilla en la literatura hispana**

This course is an introduction to political and ideological uses of the fantastic genre and horror fiction in Spain, Mexico, Peru, and Colombia during the Early Modern period. We will study texts such as short stories, novels, poetry, theater, painting, inquisition records, and films. The course examines how texts that blur the lines between the real and the unreal, the natural world and the supernatural can be used as mechanisms of social control that seek to propagate concerns, fears, and stigmas on racial minorities and marginalized groups. Students will learn about the key sociopolitical, religious, and historical contexts of the era that will help us understand how the fantastic and horror fiction engage with their society. We will explore themes such as the world of the witches, monsters and prodigies, religious miracles, and diabolical metamorphoses, or the boundaries between life and death. Students will become familiar with the following terms: horror, fantastic, miracle, magic, diabolical, metamorphosis, and sensationalism. At the end of the semester, students are expected to know how the popular imagination and the fiction of the Early Modern period can help us understand the complex sociohistorical vision of that era.

Taught in Spanish.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS

Spring 2023. Hernández.

Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

### **SPAN 050. Afrocaribe: literatura y cultura visual**

The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation, syncretism and transvestism.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for BLST, LALS, GLBL-Paired

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 051. Cuba contemporánea: utopía, revolución y reforma**

This course will focus on Cuban literature and culture produced during the historical period of the Cuban Revolution. By reading varied-and often opposed-literary accounts and artistic representations of those years, the course seeks to analyze the complex socio-economical, political, and ideological processes that have informed Cuban society and culture since 1959 until the present day. Although it will use a panoramic and chronological approach, emphasis will be given to works produced in the last three decades. Issues to be discussed include the relation between national identity, ideology and political discourse; the politics of representation in terms of race, gender and sexuality; exile and diaspora, the social role of the intellectual, ethics and aesthetics, and the current period of political and economic transition.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.



Humanities.

1 credit.

Eligible for LALS, PEAC, GBL- Paired

Spring 2022. Díaz.

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 052. Afro-Caribbean Literature and Visual Culture**

(Cross-listed as LITR 052S and LALS 052)

*The African heritage has been an essential part in the constitution and evolution of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

Humanities.

1 credit.

Eligible for LALS, BLST

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 055. Puerto Rico y su discurso literario**

*Puerto Rico is one of the last standing colonies in the world. Puerto Rican and Nuyorican artists and writers have faced their anachronistic status with intelligence, inventiveness and humor. This class will study the Puerto Rican imagination through the analysis of a range of works, including narrative, theater, creative essays, as well as film and the visual arts. We will focus particularly on 20th- and 21st- century works produced by both mainland and diaspora creators. We will pay special attention to the relationship between aesthetics, nationalism and colonialism, diaspora, race and gender.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

Humanities.

1 credit.

Eligible for LALS, ESCH.

Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

## **SPAN 057. Performing Latinidad: Latinx Theater, Film, and Performance Art**

(Cross-listed as THEA 007, LITR 057S and LALS 057)

*This course will introduce students to Latinx performance in the U.S., from the mid- 20th century to today. Students will study different modes of performances such as theater, film, the work of performance artists and everyday performances (such as political events) through various Latinx lenses. Following a critical performative pedagogy, the class will combine seminar-style discussions with performance workshops. Topics covered will include the representation and embodiment of gender and race, acts of decolonization, memory construction and diasporic experiences, citizenship and community building, and the politics of latinidad. By analyzing these and other relevant issues through discussions and performance exercises, we will be able to survey the state of contemporary Latinx performance in the U.S. while gaining a better understanding of the connection between performance theory and practice, and the relevance of performance in everyday aesthetics and life.*

*This course is taught in English.*

*Prerequisite: No prerequisites required.*

Humanities.

1 credit.

Eligible for LALS

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 061. El "otro": voces y miradas múltiples**

*This course is an overview of literary and artistic expressions as a response of the presence of the "other", contributing to build a collective cultural imaginary of a diverse society where immigration is a compelling influence. Migrant movements within and outside Spain, and their impact on transforming Spanish society, will be studied in theatre, film and literature. The imaginary vision of the "other" will be unveiled as an integral part of the imagined self-identity. Through different readings and visual art forms we will observe the challenge to identity definition*

caused by an array of people from different races, cultures and religions.  
Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.  
Humanities.  
1 credit.  
Eligible for LALS, GLBL-Paired  
Spring 2022. Guardiola.  
Catalog chapter: Spanish  
Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 062. The Politics of Latinx Art and Activism**

(Cross-listed as LITR 062S and LALS 062)  
(Art)ivism, or the practice of social and political activism through art and artistic devices, has been fundamental for the development and strengthening of Latinx communities in the US since the beginning of the Chicano movement until today when Latinx writers and artists are actively involved in politically contentious issues such as racial discrimination, gender equality, immigration rights, environmental justice, among others. In this course, we will explore and discuss the work of established and emergent Latinx writers and artists that engage in practices of activism trying to expose, better understand and fight the many forms of injustice and oppression faced by Latinx communities while promoting practices of radical democracy. Artists such as Gloria Anzaldúa, Guillermo Gómez Peña, Tania Bruguera, Favianna Rodriguez, Daniel Alarcón, among others, use their art not only to raise awareness about social injustices and oppression; their works function also as springboards for community building, solidarity, and political action that can have lasting impacts. The work of many artists will also open the door to discuss how non-traditional forms of literary and artistic expression such as street art, spoken word, performance art, and artistic pedagogical projects are powerful forms of political intervention and citizenship participation. Furthermore, we will discuss issues such as the relevance of art in the contemporary world, the reception and distribution of politically engaged art, the ethics of activism, and the importance of pedagogical practices based on a radical democracy model.  
This course is taught in English.  
Prerequisite: No pre-requisites required.  
Humanities.  
1 credit.  
Eligible for LALS  
Fall 2023. Díaz.  
Catalog chapter: Spanish  
Department website: <https://www.swarthmore.edu/spanish/courses>

## **SPAN 075. Debates in Latinx Culture: Today and Tomorrow**

Crosslisted with LITR 075S.  
This advanced course on Latinx culture focuses on contemporary debates and polemical issues involving Latinx cultural production and representation. In a colloquium and seminar style, students will discuss a wide range of thought-provoking topics such as social movements and the political participation of Latinos; new trends in film and media; the politics of the literary market; social media presence; new linguistic and bilingual developments; fashion, music, and the commodification of identity politics in popular culture; among other controversial topics that are fundamentally shaping the presence and impact of Latinx in the US and the world, today and tomorrow.  
Humanities.  
1 credit.  
Eligible for LALS, GLBL-Paired  
Fall 2021. Díaz.  
Catalog chapter: <http://www.swarthmore.edu/spanish>  
Department website: Spanish

## **SPAN 079. García Márquez y su huella**

This course examines the work of Nobel Prize winner Gabriel García Márquez (1927-2014), and his literary influence on a younger generation of Colombian writers.  
García Márquez has been involved in many of the crucial literary, political and cultural issues of this era, in Colombia, Latin America and globally. His work exemplifies these conflicts and ranges from so-called *realismo mágico* (*Cien años de soledad*) to historical fiction (*El general en su laberinto*) and documentary writing (*Relato de un naufragio*).  
We will also read works by Laura Restrepo, William Ospina, and Juan Gabriel Vázquez. The goal is not to trace the inheritance of the Macondian imaginary world, but rather to reflect on a particular understanding of literary genres, and the power of fiction to represent social, economic and political challenges.

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities*

*1 credit.*

*Eligible for LALS*

*Fall 2022. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 080. Los hijos de la Malinche: Representaciones culturales de la Revolución Mexicana**

*This course will examine the representations of the Mexican Revolution in novels, short stories, essays, theatre, films, and corridos by Mexican authors and artists. We will pay attention to the complexity of perspectives generated by this sociopolitical upheaval, whose legacy has been riddled with ambivalence. The objective is to gain a critical understanding of how and why the Revolution became such a fundamental part of Mexican identity and culture. Topics include: political disenchantment, solitude, class division, gender roles, national myths, and identity construction.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Spring 2023. Buiza.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 084. México 1968: La violencia del Estado de ayer y hoy**

*This course will examine the cultural representations of violence in contemporary Mexico, from the 1968 student massacre in Tlatelolco to the female homicides in Ciudad Juárez to the social unrest brought about by the war on drugs. The objective will be to understand not only the dynamics of political and social violence in Mexico, but also the bearing that it has had on literature and film. We will analyze the ways in which literary works, poetry, chronicles, and films contend with the issues of state terror, institutionalized oblivion, trauma, violence, and cultural identity formation. In addition to film and literature, the course will incorporate the scholarly and theoretical interventions that will help make sense of this crisis of violence plaguing Mexico.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 087. Cruzando fronteras: migración y neoliberalismo en el cine mexicano**

*This course studies the rich history of Mexican cinema. It begins by analyzing how the Golden Age of Mexican cinema fomented a national identity that still prevails in culture today. We then move to contemporary transnational Mexican cinema to study the influences of globalization and neoliberalism in internationally acclaimed Mexican directors such as Natalia Almada, Alfonso Cuarón, Alejandro González Iñárritu, and Guillermo del Toro, among others. This part of the course studies Mexican cinema as a transnational product of cosmopolitan filmmakers who go beyond traditional ideas of national cinema in their quest for creativity, freedom of expression, and broader audiences. In addition to studying films, the course will take into account the recent scholarship pertaining to Mexican cinema. Throughout the course, we'll examine issues of displacement, nonbelonging, migration, class, race, gender identity, and social inequality.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for FMST, LALS, GLBL-Paired*

*Fall 2021. Buiza.*

*Fall 2023. Buiza.*

*Catalog chapter: <http://www.swarthmore.edu/spanish>*

*Department website: Spanish*

### **SPAN 088. Pasados desgarradores: revolución y trauma en la literatura centroamericana**

*This course focuses on contemporary Central American literature. It begins with the revolutionary poetry, narrative of resistance, and testimonio that emerged out of the sociopolitical turmoil of the isthmus during the decades of war, revolutions, and genocide. We will then study the atmosphere of disenchantment during the postwar period and the aesthetic shift in representations of trauma, violence, and disaffection. We will study novels, short stories, poems, films, music, and read scholarly articles to understand the sociohistorical and literary context of the war and the postwar periods in Central America.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC, GLBL-Paired, CPLT*

*Fall 2022. Buiza.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 103. Trauma y derechos humanos en la literatura centroamericana**

*This seminar studies contemporary Central American literature and culture with a focus on theories of trauma to discuss cultural representations of human suffering, empathy, and pain.*

*The seminar explores the social disintegration and legacy of violence left by decades of civil wars, genocide, and revolution in the region, as well as theories of trauma, memory, affect, aesthetics, philosophical cynicism, and human rights. These theoretical approaches will help us reflect on the relation between literature and human rights; the sociopolitical upheavals and their cultural representations; and how cultural production engages with issues of peace and conflict in the neoliberal era. We will pay special attention to representations of social disaffection, political disillusionment, and survival in a postwar context shaped by socio-economic precarity. In addition to reading literary works by some of the main authors in the region—such as Horacio Castellanos Moya, Rodrigo Rey Rosa, and Claudia Hernández—we will analyze scholarly debates surrounding Central American literature, as well as watch films and performances that probe into the issues of ethics, historical truth, social justice, reconciliation, and the human predicament in a postwar society.*

*Humanities.*

*2 credits.*

*Eligible for LALS, PEAC, GLBL-Paired, CPLT*

*Spring 2022. Buiza.*

*Spring 2024. Buiza.*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 108. Jorge Luis Borges**

*This seminar focuses on one of the most influential writers of all time: Jorge Luis Borges, who devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. His works have shaped all of modern and contemporary fiction, but also influenced fields as diverse as critical theory, philosophy, film, and computer science.*

*We will study how Borges's short stories blend Latin American localism and universalism, often through philosophical parables, metafictional commentaries, and detective fiction, without ever allowing the development of the tale to lose its aesthetic brilliance.*

*To help enrich our seminar discussions, each class session will be organized around one of Borges's major themes: labyrinths, infamy, crime fiction, memory and time, fate and identity, among others.*

*Humanities.*

*2 credits.*

*Eligible for LALS, INTP*

*Fall 2023. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **Linguistics**

## **Faculty**

**THEODORE B. FERNALD, Professor and Chair**

**K. DAVID HARRISON, Professor**

**BROOK D. LILLEHAUGEN, Associate Professor (Tri-College)**

**EMILY A. GASSER, Associate Professor<sup>5</sup>**

**JONATHAN N. WASHINGTON, Assistant Professor**

**KIRBY CONROD, Visiting Assistant Professor**

**RIKKER DOCKUM, Visiting Assistant Professor**

**PATRICIA L. IRWIN, Visiting Assistant Professor**

**NICTÉ FULLER MEDINA, Visiting Assistant Professor**

**MELANIE DROLSBAUGH, American Sign Language Instructor**

**JEREMY FAHRINGER, Laboratory Technologist**

**TARSIA DUFF, Administrative Assistant**

**DONNA JO NAPOLI, Professor of Linguistics and Social Justice, Faculty Member at Large,  
Maurice Eldridge Faculty Fellow**

<sup>5</sup> *Absent on leave, Fall 2021. Spring 2022.*

## **What is Linguistics?**

*There are 7,000 languages in the world. Linguistics is the scientific study of language—we develop techniques to explore patterns that all human languages have in common and investigate the ways in which each is unique. Our explorations yield insights not only about languages, but also about the nature of the human mind.*

*The relevance of linguistics to the fields of anthropology, cognitive science, language study, philosophy, psychology, and sociology has been recognized for a long time. Linguistics cross list courses from ten departments, reflecting the diversity of fields with strong relevance to our field. The interdisciplinary nature of the field, and our program, further encourages students to broaden their horizons and interact with a wide variety of students, scholars, and ideas.*

## **What we hope students will get from studying Linguistics**

*Because the very nature of modern linguistic inquiry is to build arguments for particular analysis, 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 at Swarthmore, Bryn Mawr College, and Haverford College**

*The Linguistics Department is a constituent in the Tri-College Linguistics Department, which includes courses at Bryn Mawr College and Haverford College. Linguistics courses at Swarthmore College regularly include students from all three schools.*

## **The Academic Program**

*The Linguistics Department offers a course major, a course minor, an honors major, and an honors minor. In addition, a special course major and a special honors major are offered in linguistics and languages.*

## **Course Major: Linguistics**

*The course major in linguistics consists of at least eight credits in linguistics, including all of the following:*

1. *Phonetics & Phonology: LING 45/H115.*

2. *Syntax: LING 50/H113.*
3. *Semantics: LING 40/H114.*
4. *A course in language, culture, and society from the following: LING 21 Anthropological Linguistics, LING 25/H125 Sociolinguistics, LING 41 Dialects of American English, LING 44 Linguistic Discrimination, LING 46 / H146 Linguistic Diversity, LING/ANTH B281 Language in the Social Context. Other courses which are not being used to fulfil another major requirement may be used here with approval of the chair.*
5. *A course in the Structure of a Non-Indo-European Language: typically LING 61 (Navajo), 67 (Wamesa), 68 (Kyrgyz), H282 (Chinese), or H215 (Colonial Valley Zapotec).*
6. *LING 100/H399/B399, in which students complete and defend a one-credit senior thesis. This course constitutes the comprehensive requirement for the major.*
7. *Two additional electives in linguistics.*

## Special Course Major: Linguistics and Languages

*The special course major in linguistics and languages consists of at least twelve credits: six credits in linguistics and three credits in each of two languages. The languages can be ancient or modern. Students must complete each of the following:*

1. *A course in Phonetics & Phonology from the following list: LING 45.*
2. *A course in Syntax: LING 50.*
3. *A course in Semantics from the following list: LING 40.*
4. *A course in Language, Culture, & Society (see course major).*
5. *A course in the Structure of a Non-Indo-European Language (see course major).*
6. *LING 100, in which students complete and defend a one-credit senior thesis. This course constitutes the comprehensive requirement for the major.*

*Contact the Modern Languages Department and the Classics Department to find out the necessary courses to complete the language part of this special major.*

*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.*

## Course Minor

*If a student is a course major in Linguistics as well as an honors minor in Linguistics, the thesis required for the course major constitutes the portfolio for the honors minor.*

*Honors minors who are not course majors in Linguistics will satisfy the course minor and complete and defend their honors minor portfolio as explained below.*

*[Add a Language, Culture, & Society track to the existing possibilities:]*

- *Any two of LING 21 Anthropological Linguistics, LING 25/H125 Sociolinguistics, LING 41 Dialects of American English, LING 44 Linguistic Discrimination, LING 46/H146 Linguistic Diversity, LING/ANTH B281 Language in the Social Context, or LING 82 Sociolinguistics II.*
- *One additional course on socio- or anthropological linguistics. This may be a third course from the list above, a First-Year Seminar, or another relevant elective.*
- *Two additional courses in linguistics.*

## Honors Major

*The honors major in linguistics consists of ten credits in linguistics, and includes all of the following:*

1. *A course in Phonetics & Phonology: LING 45.*
2. *A course in Syntax: LING 50.*
3. *A course in Semantics: LING 40.*
4. *A course in language, culture, and society (see course major).*
5. *A course in the Structure of a Non-Indo-European Language: (see course major).*

6. LING 195, in which students complete and defend a two-credit senior thesis. This course constitutes the comprehensive requirement for the major.
7. Two electives in linguistics.
8. Complete and defend an honors major portfolio as explained below.

## Honors Major Portfolio requirements:

**Thesis:** Students are required to write a two-credit thesis in LING 195 (Senior Honors Thesis) in the fall of their senior year. The thesis may be on any topic in linguistics. It need not be related to course work. Work may be collaborative with one other student at the discretion of the faculty. The oral examination will consist of a discussion of up to one hour with the external reader.

**Research Papers:** Students are required to write two research papers. The student will prepare for these research papers by taking at least four credits of course work (two credits in each of the research paper areas). The areas will be selected from any combination of the following, possibly in combination with other course work:

- phonetics
- phonology
- morphology
- syntax
- semantics
- historical and comparative
- sociolinguistics

Students will take LING 199 (Senior Honors Study) for one credit in the spring of their senior year. The two research papers will be on topics selected by the external readers and must be directly related to course work the student has taken.

Students will work independently on their research papers. The oral examination will consist of a forty-five minute discussion with the external reader for each paper. The discussion will cover the papers and any other material pertinent to the two credits of course work offered in preparation for the paper.

## Honors Special Major Linguistics and Languages

The special honors major in linguistics and languages consists of the following Linguistics classes and three credits in each of two languages. The languages can be ancient or modern. Students must complete each of the following:

1. A course in Phonetics & Phonology from the following list: LING 45.
2. A course in Syntax: LING 50.
3. A course in Semantics from the following list: LING 40.
4. A course in Language, Culture, & Society (see course major).
5. A course in the Structure of a Non-Indo-European Language (see course major).
6. LING 195, in which students complete and defend a two-credit senior thesis. This course constitutes the comprehensive requirement for the major.
7. Complete and defend an honors major portfolio as explained below.

## Honors Special Major Linguistics and Languages portfolio requirements:

**Thesis:** Students are required to write a two-credit thesis in LING 195 (Senior Honors Thesis) in the fall of their senior year. The thesis may be on any topic in linguistics. It need not be related to course work. Work may be collaborative with one other student at the discretion of the faculty. The oral examination will consist of a discussion of up to one hour with the external reader.

**Research Papers:** Students are required to write two research papers in linguistics and complete one honors examination that is administered by the relevant language department. The student will prepare for the linguistics research papers by taking at least four credits of course work (two credits in each of the research paper areas). The

areas will be selected from any combination of the following, possibly in combination with other course work:

- phonetics
- phonology
- morphology
- syntax
- semantics
- historical and comparative
- sociolinguistics

*The third research paper is administered by the relevant language department.*

*Students will take LING 199 (Senior Honors Study) for one credit in the spring of their senior year. The three research papers will be on topics selected by the external readers and must be directly related to course work the student has taken.*

*Students will work independently on their research papers. The oral examination will consist of a forty-five minute discussion with the external reader for each paper. The discussion will cover the papers and any other material pertinent to the two credits of course work offered in preparation for the paper.*

## Honors Minor

*If a student is a course major in Linguistics as well as an honors minor in Linguistics, the thesis required for the course major constitutes the portfolio for the honors minor.*

*Honors minors who are not course majors in linguistics will satisfy the course minor and complete and defend their honors minor portfolio as explained below.*

## Honors Minor portfolio requirements:

*A single research paper will constitute the portfolio for honors. The areas will be selected from any combination of the following:*

- phonetics
- phonology
- morphology
- syntax
- semantics
- historical and comparative
- sociolinguistics

*The program requires a one-half credit in LING 199 (Senior Honors Study) in the spring of the senior year. The oral examination will consist of a discussion of up to one hour with the external reader.*

## Thesis / Culminating Exercise

*Every senior linguistics major or linguistics and language major must write a thesis during the fall semester of their senior year.*

## Application Process Notes for the Major or the Minor

*Please follow the process described by the Dean's Office and the Registrar's Office about how to apply for a major.*

## Advanced Placement/International Baccalaureate Credit

*Linguistics does not accept AP/IB credit.*



## Transfer Credit

*Linguistics does accept transfer credit. Please contact the department for more information.*

## Off-Campus Study

*Students who special major in linguistics and languages and who focus on two modern languages must spend at least one semester abroad in an area appropriate for one of the foreign languages.*

*Students planning on a semester abroad must consult with their adviser and the Linguistics Department. Upon return from study abroad, students must present all written work to the department in order to have the course work considered for credit here, including class notes, syllabi, examinations, and papers.*

## Sample Paths through Linguistics

*There are many acceptable paths through the major. We urge students to talk with their advisers to find the one that is best suited to their interests, bearing the following considerations in mind.*

*The end of the path is satisfaction of the requirements for the major. The most intricate of these is successful completion of the senior thesis. While students are permitted to complete one or more of the core requirements (courses in sounds, forms, and meanings) during their senior year, doing so will preclude writing a senior thesis in one of these areas. We strongly recommend completing these requirements by the end of the junior year. Because students frequently develop thesis topics during their courses in the Structure of a Non-Indo-European Language, we also recommend satisfying this requirement by the end of the junior year. Syntax (LING 050) and Phonetics and Phonology (LING 045) are prerequisites for the Structure of a Non-Indo-European Language (061, 067, 68 and at Haverford College: LINGH282, and LING215.), the faculty urge students to take these courses by the end of the fall semester of the junior year.*

## Linguistics 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.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Fall 2021. Fuller Medina.*

*Spring 2022. Conrod. Fuller Medina.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 002. First-Year Seminar: Taboo**

*Taboo terms vary in topic across language communities: religion, sex, disease and death, and bodily effluents are common, but other topics can appear, often depending on nonlinguistic factors (community size, demographics, and cultural beliefs). Taboo terms also vary in how they are used: exclamations, name-calling, and maledictions are common, but other uses can appear, such as modifiers and predicates. Over time less common uses tend to semantically bleach, so that historical taboo terms can be used without hint of vulgarity or rudeness. These less common uses can fall together with slang in exhibiting linguistic behavior unique within that language, at the word level and the phrase and sentence level, behavior that is telling with respect to linguistic theory. Each student will choose a language other than English to investigate.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for INTP, GLBL.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 002B. First-Year Seminar: Creoles in the Caribbean**

*Creole languages are new language varieties arising out of contact between European languages and non-European languages (from the regions of the Atlantic, Pacific and Indian Ocean) during colonization. The primary focus will be on Anglophone Creoles of the Caribbean and the Caribbean coast of Central America: Belize, Costa Rica, Nicaragua, Guatemala, Panama and Honduras. In addition to examining structural features, we will examine the sociohistorical and linguistic circumstances leading to the formation of new language varieties as well as the colonial ideologies which shape the study of Creoles and their status in Creolophone societies. Other aspects to be explored include: Creoles and education, the commodification and spread of Creole languages (e.g. through Reggae), linguistic agency and resistance, the possible relationship between Creoles and African American English (AAE), whether Creoles are autonomous languages and if they constitute one language family.*

*1 credit.*

*Eligible for LALS.*

*Spring 2022. Fuller Medina.*

Catalog chapter: Linguistics

Department website: <http://swarthmore.edu/linguistics>

### **LING 002A. First-Year Seminar: Gender and Language**

*In this course we will examine the way that language makes gender, and gender makes language. This includes examinations of gender marking in the grammar of languages (such as grammatical gender, gendered nouns and pronouns, etc.); the way that linguistic performance can be influenced by gendered embodiment and create gendered performance; and how gender influences linguistic interactions and their interpretations.*

*Writing*

*1 credit.*

*Eligible for GSST.*

*Fall 2021. Conrod.*

Catalog chapter: Linguistics

Department website: <https://www.swarthmore.edu/linguistics>

### **LING 004. First-Year-Seminar: Indigenous Languages of the Americas**

*At least 300 languages were spoken in North America before the first contact occurred with Europeans. Most of the surviving languages are on the verge of extinction. Students will learn about language patterns and characteristics of language families, including grammatical classification systems, animacy effects on sentence structure, verbs that incorporate other words, and evidentials. Topics include how languages in contact affect each other, issues of sociolinguistic identity, language endangerment and revitalization efforts, and matters of secrecy and cultural theft.*

*Social sciences.*

*1 credit.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 004A. First-Year Seminar: Discovering Language: A Scientific Approach**

*Everyone speaks a language, often more than one. But how do languages actually work? As a class, we'll work directly with a speaker of an unfamiliar language to figure out how it's organized, while using it to shed light on Language more generally. We'll practice collaborative linguistic fieldwork and language documentation, cover basic concepts in linguistic theory to help make sense of what we find, and counter some common linguistic myths. We'll address a range of questions like: How different can languages be from one to another? How typical - or unusual - is English? How does a language become endangered, and what can be done about it? And what are our responsibilities as researchers towards the people we work with?*

*Social sciences.*

*1 credit.*

Catalog chapter: Linguistics

Department website: Linguistics

### **LING 004B. First-Year Seminar: Internet Linguistics**

*Despite claims to the contrary, it seems that the internet has not destroyed English. But how has the internet changed language use, and the study of linguistics? This course will be an exploration of the various forms that language takes online and other digital formats, such as texting. We will explore questions such as: Why do my parents insist on texting in full paragraphs? Is the internet good or bad for the future of indigenous and minority languages?*

*Is there a difference in meaning between :, :-), ^\_^,? What are the differences and similarities between face-to-face and online communication? We will look at a range of sources and methods for investigating language use online, and use some of these methods in our own investigations of internet language.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: Linguistics*

## **LING 008A. Russian Phonetics**

*(Cross-listed as RUSS 008A)*

*This course counts for distribution in humanities under the Modern Languages and Literatures Russian rubric and in social sciences under the Linguistics rubric.*

*0.5 credit.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 011. American Sign Language I**

*Introduction to learning and understanding American Sign Language (ASL), and the cultural values and rules of behavior of the American Deaf community. Includes receptive and expressive readiness activities; sign vocabulary; grammatical structure; facial expressions (emotional & grammatical), body/spatial movement, gestures; receptive and expressive fingerspelling; and deaf culture do's and don'ts. Specific concepts/topics include the number/letter/color/shape basics, identifying people, activities, transportation, cities, places, and family.*

*Social sciences.*

*1 credit.*

*Fall 2021. Drolsbaugh.*

*Spring 2022. Drolsbaugh.*

*Fall 2022. Drolsbaugh.*

*Spring 2023. Drolsbaugh.*

*Fall 2023. Drolsbaugh.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 012. American Sign Language II**

*In ASL II, students expand their conversational range from talking about themselves to talking about other people, and about activities inside and outside the home along with time/calendar/sequencing concepts. Students also gain skill in reading and giving directions along with making requests as well as agreeing to requests with conditions. Other concepts include opinions, qualities, and pricing. Students develop polite conversation strategies to navigate Deaf space and to handle interruptions. Grammar topics include retelling and using role shifting in narratives, agreement verbs, and negations.*

*Prerequisite: LING 011*

*Social sciences.*

*1 credit.*

*Spring 2022. Drolsbaugh.*

*Spring 2023. Drolsbaugh.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 014. Old English/History of the Language**

*(Cross-listed as ENGL 014)*

*This course counts for distribution in humanities under the English rubric and in social sciences under the linguistics rubric.*

*Social sciences.*

*1 credit.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 016A. Forensic Linguistics**

*(Cross-listed as RUSS 016A)*

*This half-credit course provides an overview of linguistic approaches to the study of law and language. It combines a theoretical discussion of selected issues with practical analysis of texts. Written texts will be analyzed for their stylistic features, spoken texts will point out the interaction between discourse participants. The course will report on the findings of the newly developing discipline of forensic linguistics. At the end of the course, students will be able to understand the role of the emerging discipline of forensic linguistics as well as understand the specificities of various genres of legal English.*

*Humanities.*

*.5 credit.*

*Spring 2022. Yordanova.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 018. Linguistic Evolution of English: From Prehistory to Present**

*This course will trace the evolution of English from its earliest Indo-European origins to its present-day dispersal around the globe. Students will investigate the languages, cultures and histories of the linguistic ancestors of English, and will examine how peculiarities of modern English find their origins in the unique and distinctive development of the language. Students will additionally gain familiarity with basic linguistic concepts in articulatory phonetics and phonology, as well as historical and comparative linguistics. This course has no formal prerequisites.*

*1 credit.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 020. Natural Language Processing**

*(Cross-listed as CPSC 065)*

*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.*

*Group 3 course.*

*Prerequisite: CPSC 035 or the equivalent.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Caplan.*

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LING 022. Introduction to Japanese Linguistics**

*(Cross-listed as JPNS 022)*

*This course introduces various aspects of Japanese linguistics, such as Japanese phonetics, phonology, morphology, syntax, and pragmatics. Through obtaining theoretical insights on the structural organization of the Japanese language and examining linguistic data, the course aims to broaden students' knowledge of the structural aspects of the language and to cultivate their ability to analyze linguistic facets of Japanese communicative culture.*

*In class, we will go over the main concepts and data analyses from weekly readings and discuss relevant data, questions, and counter-examples, while going over study questions and exercises. Students are encouraged to share their own experiences and compare the Japanese linguistic structures and communicative practices with those of English and other languages.*

*Students who take this class will develop their understanding of the differing layers of the Japanese language by solving concrete linguistic problems, enhance their ability to learn new grammatical structures in the Japanese language by analyzing them linguistically, and receive guidance in producing an objective linguistic analysis of a facet of the Japanese language.*

*Readings and discussion will be in English.*  
*Prerequisite: Completion of JPNS 001 or permission of the instructor.*  
*Humanities.*  
*1 credit.*  
*Eligible for ASIA.*  
*Spring 2022. Bundschuh.*  
*Catalog chapter: Linguistics*  
*Department website: <https://swarthmore.edu/linguistics>*

### **LING 024. Sanskrit Class on Paninian Grammar**

*(Cross-listed as CLST 024)*  
*This course counts for distribution in humanities under the classics rubric and in social sciences under the linguistics rubric.*  
*Social sciences*  
*1 credit.*  
*Fall 2023. Khanna.*  
*Catalog chapter: Linguistics*  
*Department website: <https://swarthmore.edu/linguistics>*

### **LING 025. Sociolinguistics: Language, Culture, and Society**

*(Cross-listed as SOAN 040B)*  
*This course is an introduction to the connection between language and social and identity as it is studied from a variety of methodologies and perspectives, including ethnography, variationist sociolinguistics, and experimental sociolinguistics in the lab. Topics to be examined include the following: How do we create our intersecting identities when we use language? How do social factors such as age, gender, ethnicity, and socioeconomic class influence the way people use language? How do individual speakers use language differently in different situations? How do social and regional dialects differ from each other, and why? How does language change spread within and between communities? Students will collect and analyze data from real-life speech to explore the social correlates of linguistic behavior, using both qualitative and quantitative methods to analyze their data.*  
*Social Sciences.*  
*1 credit.*  
*Eligible for ESCH*  
*Fall 2021. Fuller Medina.*  
*Spring 2022. Conrod.*  
*Fall 2022. Staff.*  
*Spring 2023. Staff.*  
*Catalog chapter: Linguistics*  
*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 029. Sign Language Literature**

*(Cross-listed as CPLT 029)*  
*We look at sign language literature, comparing to spoken language literature with respect to: storytelling methods, definitions of rhyme, notions of closure, role of paralinguistic features, relationship of storyteller to audience, and role of stories in their communities. We examine linguistic creativity in storytelling, humor, poetry, and taboo language across modalities.*  
*Social Sciences.*  
*Writing.*  
*1 credit.*  
*Fall 2021. Napoli.*  
*Catalog chapter: Linguistics*  
*Department website: <https://www.swarthmore.edu/linguistics>*

### **LING 033. Introduction to Classical Chinese**

*(Cross-listed as CHIN 033)*  
*This course counts for distribution in humanities under the chinese rubric and in social sciences under the linguistics rubric.*  
*Social Sciences.*  
*1 credit.*

Eligible for ASIA, MDST  
Spring 2022. Ridgway.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

### **LING 034. Psychology of Language**

(Cross-listed as PSYC 034)  
Social sciences.  
1 credit.  
Fall 2021. Grodner.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

### **LING 035. Indigenous Languages of the Americas**

At least 300 languages were spoken in North America before the first contact occurred with Europeans. Most of the surviving languages are on the verge of extinction. Students will learn about language patterns and characteristics of language families, including grammatical classification systems, animacy effects on sentence structure, verbs that incorporate other words, and evidentials. Topics include how languages in contact affect each other, issues of sociolinguistic identity, language endangerment and revitalization efforts, and matters of secrecy and cultural theft.  
Social Sciences.  
1 credit.  
Catalog chapter: Linguistics  
Department website: <https://www.swarthmore.edu/linguistics>

### **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.  
Social sciences.  
Writing course.  
1 credit.  
Eligible for COGS  
Fall 2021. Irwin.  
Spring 2022. Irwin.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

### **LING 041. Dialects of American English**

This course provides an introduction to dialect diversity in American English. Why are some dialect differences stigmatized, while others are barely noticed? In addition to learning about the origin and current status of regional, social, and ethnic dialects of American English, students will explore how dialects are expressed and represented in literature, poetry, and the popular media. This course will appeal to students with interests in language ideology, the history of the English language, and the surprising role that dialect diversity plays in American politics and culture.  
Social sciences.  
1 credit.  
Catalog chapter: Linguistics  
Department website: <http://swarthmore.edu/linguistics>

## **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 or LING 045.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 045. Phonetics and Phonology**

*Phonetics explores the full range of sounds produced by humans for use in language and the gestural, acoustic, and auditory properties that characterize those sounds. Phonology investigates the abstract cognitive system humans use for representing, organizing, and combining the sounds of language as well as processes by which sounds can change into other sounds. This course covers a wide spectrum of data from languages around the world and focuses on developing analyses to account for the data. Argumentation skills are also developed to help determine the underlying cognitive mechanisms that are needed to support proposed analyses.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Washington.*

*Spring 2022. Dockum.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 047. Evolution of Language and Culture**

*The study of language and culture from an evolutionary perspective. We will think about how linguistic and cultural traits evolve, and how changes can be "undone" with to reconstruct the past. This course applies computational methods originally developed for evolutionary biology to language and culture.*

*No programming experience required. No formal prerequisite, but at least one of the following is recommended: LING 001 , ANTH 001 , LING 052 , BIOL 034 , or an interest in quantitative and computational methods.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: Linguistics*

## **LING 050. Syntax**

*The main objective of this course is to familiarize students with the scientific study of syntactic structure in human language as part of the broader enterprise of the study of the human language faculty. Students learn the rudiments of syntactic analysis and argumentation within the Principles & Parameters/Minimalist framework in generative syntactic theory. The course gives attention to the relevance of syntax to other fields of study, including psychology (language acquisition, language processing), computer science, language reclamation and revitalization, stigmatized dialects, and more.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Conrod.*

*Spring 2022. Irwin.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

Fall 2023. Staff.  
Catalog chapter: Linguistics  
Department website: <http://www.swarthmore.edu/linguistics>

## **LING 052. Historical and Comparative Linguistics**

*This course is an introduction to the study of linguistic change. Various models of language change are explored to seek to understand how and why languages change. This will be done by drawing from a wide range of languages to explore changes at all levels of the grammar (phonology, morphology, syntax, semantics, etc.) and the various factors that can contribute to linguistic change. We will learn how it is possible to reconstruct linguistic systems that we have no direct record of, and will consider what it means for languages to diverge and converge. Major themes of the course will be the comparative method and the relationship between socio-linguistics and historical linguistics. The topics of language shift, language endangerment and death, language birth, and language planning will also be addressed, and assigned work and projects will develop the skills to conduct historical linguistics research through exploitation of electronic and library resources.*

*Prerequisite: LING 045 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Fall 2021. Dockum.*

*Fall 2022. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 053. Educating Emergent Bilinguals**

*(Cross-listed as EDUC 053)*

*Social sciences.*

*1 credit.*

*Eligible for CBL, LALS*

*Fall 2021. Weinberg.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 054. How Children Talk to Each Other: Oral and Written Language**

*(Cross-listed as EDUC 054)*

*We examine children's dialogue and its rendering in children's literature, focusing on the voices of minority children within an American setting. Each student will pick an age group to study. There will be regular fiction-writing assignments as well as (remote) primary research assignments with children. This course is for linguists, writers of children's fiction, and anyone else interested in child development or reading skills. It is a course in which we learn through doing. This is a 1 credit, ungraded course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Fall 2021. Napoli.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 057. Hebrew for Text Study I**

*(Cross-listed as CLST 057)*

*This course counts for distribution in humanities under the Classics rubric and in Social Sciences under the Linguistics rubric.*

*1 credit.*

*Fall 2023. Plotkin.*

*Catalog chapter: Linguistics*

*Department website: Linguistics*

## **LING 059. Hebrew for Text Study II**



*(Cross-listed as CLST 059 )*

*This course counts for distribution in humanities under the Classics rubric and in Social Sciences under the Linguistics rubric.*

*1 credit.*

*Fall 2021. Staff.*

### **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.*

*Prerequisite: LING 050 and LING 045 or LING 052 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS, ESCH*

*Fall 2021. Fernald.*

*Spring 2023. Staff.*

*Fall 2023. Fernald.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 063. Supporting Literacy Among Deaf Children**

*(Cross-listed at THEA 033 )*

*In this course, we will consider ways to promote literacy among young deaf children, including introducing them to sign language literature and the visual vernacular and encouraging shared reading activities with their care-takers. This course is jointly offered at Gallaudet University. The GALLY students will re-envision beloved picture books in a way that reflects deaf culture and video-record themselves telling those stories. The SWAT students will give (remote) feedback on those videos and then produce the revised versions in the form of YouTube videos and ebooks for the RISE Ebook project website. These bimodal-bilingual stories will be designed so that adults can share them with deaf children regardless of their knowledge of a sign language (or lack thereof).*

*Prerequisite: A background in linguistics, theater, film, early childhood development, or education would be helpful.*

*Corequisite: Students taking the course remotely must have access to an Apple computer or iPad with iBooksAuthor and must have access to film-editing programs. Students also need to have a rudimentary knowledge of a sign language (such as ASL) or concurrently take an attachment in ASL language.*

*Social sciences.*

*1 credit.*

*Eligible for INTP, GBLB - Core*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 067. Structure of Wamesa**

*Wamesa is a member of the under-studied South Halmahera-West New Guinea subgroup of the Austronesian language family, with roughly 5000 speakers in West Papua, Indonesia. It has a number of typologically rare morphological and syntactic features, such as infixation and Noun-Adj-Det-Num word order. This course will investigate the major phonological, morphological, and syntactic structures of the language using both primary data and published sources. We will also look at the history of the language and its cultural/political context.*

*Prerequisite: LING 050 and LING 045 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: <http://swarthmore.edu/linguistics>*

### **LING 068. Structure of Kyrgyz**

*Kyrgyz is a Turkic language which is spoken throughout the Tien-Shan mountains and surrounding areas of Central Asia and has been influenced by Mongolian, Persian, Arabic, and Russian.*

*Students will examine all main areas of Kyrgyz grammar, with a focus on the major phonological, morphological, and syntactic structures of the language. Some of the topics we'll look at in depth include vowel harmony, sonority effects across syllable boundaries, morphological and*

*syntactic strategies for using one part of speech as another, and intricate systems for marking tense, aspect, mood, voice, and evidentiality. We'll also talk about historical and contemporary social and cultural contexts for the language.*

*Assignments and class activities will involve hands-on exploration of primary and secondary printed and digital materials and interaction with Kyrgyz speakers, with the aim of building students' skills in linguistic analysis and reasoning, as well as their understanding of the range of perspectives involved in linguistic study of a language and the community it's used in.*

*Prerequisite: Any two of LING 001, LING 045, LING 050, LING 052, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, ASIA.*

*Spring 2022. Washington.*

*Catalog chapter: Linguistics*

*Department website: <https://www.swarthmore.edu/linguistics>*

### **LING 070. Translation Workshop R**

*(Cross-listed as LITR 070R, RUSS 070)*

*This course counts for distribution in humanities under the literature and russian rubric and in social sciences under the linguistics rubric.*

*Social sciences.*

*1 credit.*

*Eligible for INTF*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 073. Computational Linguistics**

*(Cross-listed as CPSC 013 )*

*This course explores the possibilities for creating computational resources for languages for which vast collections of text don't exist. Students will choose a language lacking in computational resources and develop tools for it. The focus will be on creating nuanced symbolic representations of the language that can be employed by computers, to the benefit of both language researchers who wish to test grammatical models, and language communities which lack the social capital to benefit from corporately developed resources. Topics covered include input methods and spell-checking, morphological analysis and disambiguation, syntactic parsing, building corpora, and rule-based machine translation, with an emphasis on anti-colonial methodologies and free/open-source technologies.*

*Prerequisite: LING 001 (or equivalent) or CPSC 021 (or equivalent), or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Eligible for ASIA, COGS, GLOBL-core*

*Spring 2022. Washington.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

### **LING 073Q. Computational Linguistics: Quantitative Approaches**

*This course surveys computational and quantitative approaches to the study of human language. We will cover methods for modeling and understanding data in a variety of subfields of linguistics. Students will acquire skills to process linguistic data and implement simple algorithms for key tasks in language analysis. Topics to be covered include aspects of Natural Language Processing, regular expressions, finite state automata, quantitative historical linguistics, quantitative phonetics, data visualization, etc. No prior programming experience is required.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: <https://www.swarthmore.edu/linguistics>*

### **LING 075. Field Methods**

*In this course, students work directly with a speaker of an unfamiliar language to gather data and analyze the structures of that language. Students develop inference techniques for eliciting, understanding, analyzing, and presenting complex linguistic data. We discuss and enact best practices for working collaboratively with speech communities, including ethical training in Human Subjects research. Students also gain practical experience using state-of-the-art digital recording, annotation, and archiving for scientific purposes. A different (typically non-European) language will be investigated each time the course is taught.*

*Prerequisite: Familiarity with IPA transcription and any two of: LING 001 , LING 025 , LING 040 , LING 043 , LING 045 , LING 050 , or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, COGS*

*Fall 2021. Dockum.*

*Fall 2023. Dockum.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 080. Syntax II**

*This course builds on introductory syntax courses by delving more deeply into familiar topics through primary readings and by exploring new areas that are not typically covered in introductory syntax. Possible topics include raising and control, applicatives, voice alternations, ergativity, and non-configurational languages; advanced topics in A-bar syntax will be covered, such as islands, the left periphery, wh- in situ, and relative clauses. Broader additional topics may include: experimental syntax, microsyntactic variation, working with data from grammars of less-studied languages, topics in the syntax-semantics interface, and contributions from work outside the Minimalist/GB/P&P framework.*

*Prerequisite: LING 050*

*Social sciences.*

*1 credit.*

*Fall 2021. Irwin.*

*Fall 2022. Staff.*

*Catalog chapter: Linguistics*

*Department website: <https://www.swarthmore.edu/linguistics>*

## **LING 081. Semantics II**

*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*

*Social Sciences*

*1 credit*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 082. Sociolinguistics II**

*This course builds upon foundational concepts in sociolinguistic theory to examine discourses of news and entertainment media, across science fiction and politics. Drawing upon contributions in applied linguistics, media studies, cultural studies, and animal studies, we ask which realities are mirrored in our everyday language and in the fictional and sensationalized worlds we engage in through the media we consume. What role does science fiction play in our explorations of social difference, deviance, control, disability, sexuality, and normativity? Can science fiction assist the goals of social justice and democracy? How does language surface in the biopolitics of human and non-humans? Together, we will explore key film and television, and select novels by authors Max Brooks, Octavia Butler, Philip K. Dick, and George Orwell. Students will learn advanced methods and theories in multimodal critical discourse analysis, ethnography of communication, and digital humanities.*

*Prerequisite: One course addressing foundational concepts of language in society, including LING 025, SOAN 040B .*

*Social sciences.*

*1 credit.*

*Eligible for ESCH*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 085. Phonology II**

*This course is a sequel to LING 045--Phonetics and Phonology. It is designed to provide further training in formal phonology, in terms of both data analysis and the fundamentals of phonological theory. Students will look deeply at both classic and later derivational versions of Optimality Theory, as well as some alternatives to OT, such as Articulatory Phonology. Once a common theoretical foundation has been established we will explore these topics through critical reading of major articles from the linguistic literature, as a way of exploring the details of the theories discussed, their strengths and weaknesses, and the rich cross-linguistic data that underlie them.*

*Prerequisite: LING 045*

*Social sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 090. Advanced Research Methods in Linguistics**

*This course covers the history, methodology, and notable debates in linguistics. Course readings include important primary works on topics throughout the history of linguistics, from early philology, to generative linguistics, to experimental and cognitive approaches. This course is intended for juniors and other advanced linguistics majors in preparation for conducting significant linguistics research, such as a senior thesis.*

*Prerequisite: Any two of LING 001, LING 025, LING 040, LING 045, and LING 050, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Spring 2022. Dockum.*

*Spring 2023. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 091. Capstone: Interpreting Narrative through Creation with Clay and Language**

*Spring 2022 (Cross-listed as ARTT 800 and INTP 091)*

*LING 091, ARTT 800*

*This is a course using creative arts to bring into focus questions about the fundamental nature of narrative, about the analogies between different types of creative arts, and even about what a creative art is. Students will create narratives and realize them through the media of clay and language. Students will learn the basics of constructing with clay to create representations in shape and form in relation to their own linguistic narrations.*

*Open to INTP seniors and juniors, and other juniors and seniors by approval of instructors.*

*Humanities.*

*1 credit.*

*Spring 2022. Napoli, Carpenter.*

*Catalog chapter: Linguistics*

*Department website: <https://www.swarthmore.edu/linguistics>*

## **LING 100. Senior Thesis Seminar**

*All course majors in linguistics and linguistics/language must write their senior thesis in this seminar. Only seniors are admitted.*

*1 credit.*

*Fall 2021. Washington.*

*Fall 2022. Staff.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 115. Linguistic Typology and Constructed Languages**

*Humans have long been driven to duplicate and manipulate the properties of natural language to create new languages for the purposes of enhancing works of fiction, for aiding human communication, or even for pure intellectual curiosity. In this course, students will explore this drive through development of their own constructed languages, guided by rigorous study of the typology of patterns observed in real human languages. Topics to be covered include phoneme inventories, phonological rules, morphological classification, syntactic structure, language change over time, dialectal variation, and writing systems. Students will also apply their knowledge of linguistic typology to critically assess the design of existing constructed languages such as Esperanto and Klingon.*

*Prerequisite: LING 001 or LING 045 or permission of instructor.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 120. Anthropological Linguistics: Endangered Languages**

*(Cross-listed as )*

*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.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 134. Psycholinguistics Seminar**

*(Cross-listed as PSYC 134)*

*Social sciences.*

*1 credit.*

*Fall 2023. Grodner.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

## **LING 195. Senior Honors Thesis**

*All honors majors in linguistics and honors minors who are also course majors must write their thesis in this seminar.*

*2 credits.*

*Fall 2021. Harrison.*

*Fall 2023. Dockum.*

*Catalog chapter: Linguistics*

*Department website: <http://www.swarthmore.edu/linguistics>*

# **Mathematics and Statistics**

*Courses*

## **Faculty**

**AIMEE S.A. JOHNSON, Professor and Chair**

**VICTOR BARRANCA, Associate Professor**

**LINDA CHEN, Professor<sup>3</sup>**

**PHIL EVERSON, Professor**

**JOSHUA GOLDWYN, Assistant Professor<sup>1</sup>**

**RALPH R. GOMEZ, Associate Professor**

**CHERYL P. GROOD, Professor<sup>2</sup>**

**CATHERINE M. HSU, Assistant Professor**

**THOMAS J. HUNTER, Professor**

**AMANDA LUBY, Assistant Professor**  
**NSOKI MAMIE MAVINGA, Associate Professor**  
**ALLISON MILLER, Assistant Professor**  
**LYNNE STEUERLE SCHOFIELD, Associate Professor<sup>3</sup>**  
**JANET C. TALVACCHIA, Professor<sup>3</sup>**  
**SUSANNE THORNTON, Assistant Professor**  
**STEVE C. WANG, Professor<sup>3</sup>**  
**IAN WHITEHEAD, Assistant Professor**  
**THOMAS CRAWFORD, Visiting Assistant Professor**  
**MICHAEL J. DOUGHERTY, Visiting Assistant Professor**  
**VITALY LORMAN, Visiting Assistant Professor**  
**CAROLYN REINHART, Visiting Assistant Professor**  
**LUCAS VAN METER, Visiting Assistant Professor**  
**ROBERT VIATOR, Visiting Assistant Professor**  
**LAURA DANDRIDGE, Academic Support Coordinator**  
**STEPHANIE J. SPECHT, Administrative Assistant**

<sup>1</sup> Absent on leave, fall 2021.






<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, 2021-2022.

## Overview of Curriculum

*Mathematics and statistics are among the great achievements of human intellect and at the same time powerful tools. As Galileo said, the book of the universe "is written in the language of mathematics." The goal of the department is to enable students to appreciate these achievements and use their power. To that end, majors and minors in the department receive a strong foundation in pure mathematics and the opportunity to apply it to a variety of disciplines, including statistics, physical science, biological science, computer science, social science, operations research, education, and finance.*

*By studying mathematics and statistics, majors and minors grow in:*

-  Reasoning skills: logical argument and abstraction;
-  Formulation skills: developing mathematical models;
-  Communication skills: expressing mathematical ideas and information clearly and precisely on paper, orally, and electronically;
-  Comprehension skills: absorbing mathematical ideas and information presented on paper, orally, and electronically;
-  Computation skills: mental, by hand, and by machine, as appropriate.

*Through core courses, students learn fundamental concepts, results, and methods. Through elective courses, they pursue special interests. In the process, students develop a further appreciation for the scope and beauty of our discipline.*

*Graduates of the department follow many career paths. These paths lead to graduate school in mathematics, statistics, and other fields; to professional schools; and to the workplace.*

## Introductory Courses

*Many 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 later. 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, Fall semester), MATH 003 (Introduction to Mathematical Thinking, Spring semester), and STAT 011 (Statistical Methods I, both semesters). MATH 003 is a writing course. MATH 029 (Discrete Mathematics, both semesters) also does not require any calculus but is a more sophisticated course; thus, some calculus is a useful background for it in an indirect way. Once one has had or placed out of two semesters of calculus, many other courses are available, such as linear algebra and several-variable calculus.*

## Placement and Credit on Entrance to Swarthmore

### Placement Procedure

*To gain entrance to mathematics or statistics courses at any time during one's Swarthmore years, students are expected to take at least one of the following exams: the Advanced Placement (AP) or higher-level International Baccalaureate (IB) exams, Swarthmore's Calculus Placement Exam, or Swarthmore's Math/Stat Readiness Exam. Students who take AP or IB exams may be required to take the departmental exams as well, or parts thereof. In particular, students intending to take MATH 015 must take Swarthmore's Calculus Readiness Exam and those intending to take MATH 28 must take Swarthmore's Calculus Placement Exam. Students who receive placement or credit for AP Calculus exams taken in the spring of 2020 will be required to take the department's Calculus Placement Exam for more thorough placement information. Versions of the Calculus Placement Exam and the Readiness Exam are available to entering first-year students over the summer, along with detailed information about the rules for placement and credit.*

### Advanced Placement/International Baccalaureate Credit

*Placement and credit mean different things. Placement allows students to skip material they have already learned well by starting at Swarthmore in more advanced courses. Credit confers placement as well but also is recorded on the student's Swarthmore transcript and counts toward the 32 credits needed for graduation.*

*The Swarthmore Calculus Placement Exam is used for placement only, not credit. The credit awarded on the basis of the AP and IB exams was updated during the 2018-2019 year and resulted in the following rules:*

- 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 or 5 on the AB Calculus AP Test of the College Board (or for an AB subscore of 4 or 5 on the BC Test) or for a score of 6 or 7 on the Higher Level Mathematics Test of the IB.*
- 2 credits (for MATH 015 and 025) for a main score of 4 or 5 on the BC Calculus AP Test.*

*Students who receive placement but not credit for a course occasionally make use of section 8.1 of the course catalog to arrange to take a course without regular attendance. See section 8.1 for details. Students who are eligible on entrance for credit for a course, but who take the course anyway, will lose the entrance credit.*

*First-year students seeking advanced placement and/or credit for calculus taken at another college or university must normally validate their work by taking the appropriate external or Swarthmore placement examination, as described earlier. The department does not grant credit directly for college courses taken while a student is in high school. For work beyond calculus completed before entering Swarthmore, students should consult the departmental placement coordinator to determine the Swarthmore courses into which they may be placed and additional materials they may need to present for this placement. The department will not normally award credit for work above the first-year calculus level completed before entering Swarthmore.*

## The Academic Program

### Major and Minor Application Process

*Students apply for a major in the middle of the second semester of the sophomore year. Upon indication of intent to major (or minor) in the department, students will be assigned a departmental sophomore plan advisor who will help them decide on a reasoned plan of study for their last two years. This plan is then submitted to the department via their electronic Sophomore Plan. After the Sophomore Plan process is over, students may apply to add or change a major (or minor) at any time, but applications will normally be held until the next time that sophomore applications are considered (around March 1).*

### Course Major

#### Acceptance into the Major

*The Department offers three different pathways to a course major: a course major without special emphasis, a course major with an emphasis in statistics, and a course major with an emphasis in applied mathematics. The normal preparation for all majors in mathematics is to have obtained credit for, or placement out of, at least four of the following five course groups by the end of the sophomore year: Calculus I (MATH 015), Calculus II (MATH 025 or 026), Discrete Mathematics (MATH 029), Linear Algebra (MATH 027 or 028), and Several Variable Calculus*

(MATH 033, 034, or 035). In any event, all majors must complete the Linear Algebra and Several Variable Calculus requirement by the end of the first semester of the junior year.

To be accepted as a major or a minor, a candidate normally should have a grade point average of at least C+ in courses taken in the department to date, including courses in the fall term of the first year, for which we have shadow grades. (We do not have shadow grades from Spring 2020, so those courses will not be included in the grade point average.) A candidate should have at least one grade at the B level. Students should be aware that upper-level courses in mathematics are typically more demanding and more theoretical than the first- and second-year courses. This is an important factor in considering borderline cases. In some cases, applicants may be deferred pending successful work in courses to be designated by the department.

## Requirements for the Course Major

### **Graduation Requirements for all Course Majors (see additional requirements below):**

- At least 10 credits in mathematics and statistics courses. (Certain courses - mostly numbered under 10 - do not count toward the major. These are indicated under the individual course listings.)
- Credit for, or placement out of, the following courses: MATH 015; MATH 025 or 026; MATH 027 or 028; and MATH 033, 034, or 035.
- Credit for, or placement out of, Introduction to Real Analysis (MATH 63).
- Credit for Senior Conference (MATH 97), the department's comprehensive requirement, which has a new format as of the 2021-22 academic year. Students must now take this zero-credit course in both the fall and spring of their senior year. This comprehensive will have students engage with mathematicians and statisticians who present lectures on various topics, and will have students participate in a range of departmental activities. Any student who will not be on campus during one of those semesters must replace that semester's MATH 97 course with a department-approved substitution. The substitution should be approved during the sophomore planning stage, or, if that is not possible, by speaking with their department advisor as soon as possible.

In the multivariate group (MATH 33, 34, or 35), it is strongly preferred that candidates for the major take 34 or 35, which are the versions that assume a background in linear algebra.

Note that placement out of a course does not add to a student's credit total; students need to earn 10 credits of coursework in the department. If you believe you are eligible for credit for courses taken before Swarthmore (because of AP or IB scores) but these credits are not showing on your transcript, please address this matter immediately with the registrar. Your application to our department may be held up otherwise.

Each of the three pathways to the course major (without special emphasis, emphasis in Statistics, emphasis in Applied Mathematics) has its own additional requirements, which are detailed below.

### **Course Majors without special emphasis must also:**

- Earn credit for, or placement out of, Introduction to Modern Algebra (MATH 67)
- Earn at least 5 credits in mathematics and statistics courses for courses numbered over 40. At most one of these courses may be taken CR/NC. No course numbered over 100 may be taken CR/NC.
- Take at least one of MATH 63 or MATH 67 at Swarthmore.

The departmental schedule offers the two required core courses, Introduction to Real Analysis (MATH 63) and Introduction to Modern Algebra (MATH 67), in alternate semesters (MATH 63 in the fall and MATH 67 in the spring). Because MATH 63 is only guaranteed to be offered in the fall, students should plan to take it before the spring semester of senior year.

### **Course Majors with an emphasis in Statistics must also:**

- Earn credit for, or placement out of:
  - Statistical Methods II (STAT 21)
  - Probability (STAT 51)
  - Mathematical Statistics I (STAT 61)
  - Mathematical Statistics II (STAT 111)
  - Computer Science 21. Students are advised to take CPSC 21 as early as possible, as it can be difficult to add this course in the junior or senior year.
- Earn at least 5 credits in mathematics and statistics courses numbered over 40 **OR** earn credit (not placement) for STAT 21 and at least 4 credits in math/stat courses numbered over 40. At most one of these five credits may be taken CR/NC. No course numbered over 100 may be taken CR/NC.



- *STAT 111 and at least one of STAT 51 or STAT 61 must be taken at Swarthmore.*

**Course majors with an emphasis in Applied Mathematics must also:**

- *Earn credit for, or placement out of:*
  - *Stochastic and Numerical Methods (MATH 66)*
  - *Differential Equations (MATH 43 or MATH 44)*
  - *At least one of*
    - *Partial Differential Equations (MATH 54)*
    - *Modeling (MATH 56)*
  - *At least one additional course from the following:*
    - *Partial Differential Equations (MATH 54)*
    - *Modeling (MATH 56)*
    - *Probability (STAT 51)*
    - *Complex Analysis (MATH 103)*
  - *Computer Science 21. Students are advised to take CPSC 21 as early as possible, as it can be difficult to add this course in the junior or senior year.*
- *Earn at least 5 credits in math/stat courses numbered over 40. At most one of these 5 credits may be taken CR/NC. No course numbered over 100 may be taken CR/NC.*
- *Take Math 66 at Swarthmore.*

*All majors are encouraged to study in some depth an additional discipline that makes use of mathematics or statistics. We also recommend that they acquire some facility with computer programming.*

## Credit/No Credit Policy

*At most one upper level course counted towards the major can be taken credit/no credit. This does not include courses which are only offered credit/no credit, but does include courses for which the grade is uncovered after completion of the course. In any case, no seminars can be taken credit/no credit.*

## Course Minor

### Acceptance into the minors

*The department offers three types of course minor: a course minor in mathematics, a course minor in statistics, and a course minor in applied mathematics. Students may not have more than one minor in the department. The requirements for acceptance into any course minor, such as prerequisite courses and grade average, are the same as for acceptance into the major.*

## Requirements for the Course Minor

*Graduation Requirements for all Course Minors (see additional requirements below)*

- *At least 6 credits in mathematics and statistics courses. Those courses offered by the Department that do not count towards the course major also do not count towards the course minor.*
- *Credit for, or placement out of, the following courses: MATH 015; MATH 025 or 026; MATH 027 or 028; and MATH 033, 034, or 035.*

*Course Minors in Mathematics must also:*

- *Earn at least 3 credits in mathematics and statistics courses for courses numbered over 43. (Note the difference from the course major requirement, which is 5 courses over 40.)*
  - *At least 2 of these 3 credits must be taken at Swarthmore.*
  - *One of these 3 credits must be either Introduction to Real Analysis (MATH 63) or Introduction to Modern Algebra (MATH 67)*

- *At most one of these 3 credits may be taken CR/NC. No course numbered over 100 may be taken CR/NC.*

Course Minors in Statistics must also:

- *Earn credit for, or placement out of, each of the following courses: CPSC 21, Stat 21, Stat 51, Stat 61*
- *Take at least one of Stat 51 or Stat 61 at Swarthmore College.*
- *Earn at least 3 credits in mathematics and statistics courses numbered over 40 **OR** earn credit (not placement) for Stat 21 and at least 2 credits in math/stat courses numbered over 40.*
  - *At most one of these 3 credits may be taken CR/NC. No course numbered over 100 may be taken CR/NC.*

Course Minors in Applied Mathematics must also:

- *Earn credit for, or placement out of, each of the following: CPSC 21, MATH 43 or 44, MATH 66, and at least one additional course from MATH 54, MATH 56, or STAT 51.*
- *Take MATH 66 at Swarthmore.*
- *Earn at least 3 credits in mathematics and statistics courses numbered over 40.*
  - *At most one of these 3 credits may be taken CR/NC. No course numbered over 100 may be taken CR/NC.*

## Credit/No Credit Policy

*For the math minor, at most one of the required upper level courses counted towards the minor can be taken credit/no credit. For the statistics minor, only one of Stat 21, Stat 51, and Stat 61 may be taken credit/no credit. For the applied math minor, at most one of the 4 required courses listed previously may be taken credit/no credit. This does not include courses which are only offered credit/no credit, but does include courses for which the grade is uncovered after completion of the course. In any case, no seminar can be taken credit/no credit.*

## Honors Major

*All current sophomores who wish to apply for Honors should indicate this in their Sophomore Plan and should work out a tentative Honors Program with their departmental adviser.*

## Acceptance into the Honors Major

*The requirements to be accepted as an honors major are the same as those to be accepted as a course major except that such students should have a grade point average in mathematics and statistics courses to date of at least B+.*

## Requirements for the Honors Major

- *At least 10 credits in mathematics and statistics courses*
- *Credit for, or placement out of, the following courses: MATH 015; MATH 025 or 026; MATH 027 or 028; and MATH 033, 034, or 035*
- *Three preparations of two credits each, for a total of six distinct credits, in the following areas:*
  - *Real Analysis (MATH 63 and 101) or Complex Analysis (MATH 63 and 103)*
  - *Modern Algebra (MATH 67 and 102)*
  - *One of:*
    - *Geometry (MATH 65 and MATH 105)*
    - *Statistics (STAT 61 and 111)*
    - *Topology (MATH 104, a 2-credit seminar)*
- *At most one of the courses in the three preparations may be taken CR/NC. No course numbered over 100 may be taken CR/NC.*

*Each of the three preparations is subject to External Examination, including a 3-hour written examination and a 45-minute oral examination. The External Examination component of the program is meant to prompt students to learn their core subjects well and to show the examiners that they have done so - that is, show that they deserve Honors. However, no three fields cover everything a student would ideally learn as an*

undergraduate. Honors majors should consider including in their studies a number of advanced courses and seminars beyond what they present for Honors should their schedules allow it.

No course is allowed to count in two honors preparations, so it is not possible for a student to do honors preparations in both Real Analysis and Complex Analysis.

Especially strong students who take many advanced courses may petition to substitute an advanced preparation for either Algebra or Analysis. For instance, a student who has taken essentially all our seminars might petition to be examined in Algebra, Topology, and Geometry, omitting an analysis examination. However, all honors students must take the algebra sequence and one of the analysis sequences, even if they are given permission to be examined in something else.

Note that to be an Honors math major, a student is required to also have an Honors minor in another subject. Senior Honors Study or Portfolio is not required or offered, and Honors majors do not need to take Senior Conference (MATH 97).

## Honors Minor

All current sophomores who wish to apply for Honors should indicate this in their Sophomore Plan and should work out a tentative Honors Program with their departmental adviser.

## Acceptance into the Honors Minor

The requirements to be accepted as an honors minor are the same as those to be accepted as a course major except that such students should have a grade point average in mathematics and statistics courses to date of at least B+

## Requirements for the Honors Minor

- Credit for, or placement out of, the following courses: MATH 015; MATH 025 or 026; MATH 027 or 028; and MATH 033, 034, or 035
- One preparation consisting of two credits in one of the following areas:
  - Real Analysis (MATH 63 and 101)
  - Complex Analysis (MATH 63 and 103)
  - Modern Algebra (MATH 67 and 102)
  - Geometry (MATH 65 and 105)
  - Statistics\* (STAT 61 and 111)
  - Topology (MATH 104, a 2-credit seminar)

All prospective minors who are majoring in a subject related to mathematics or statistics are encouraged to consult with a member of the Department to see which preparation is most appropriate to their interests. Honors minors are encouraged to take at least one of MATH 63 and 67 even if it is not part of their Honors preparation. As mentioned before, no seminar may be taken credit/no credit.

\* Students who are doing an Honors math minor with the Statistics preparation are required to take a data-driven statistics course as well (e.g., STAT 11 or 21).

Note that to be an Honors math minor, a student is required to also have an Honors major in another subject.

## Transfer Credit

Courses taken elsewhere may count for the major. However, the number of upper-level transfer credits for the major is limited. Normally, at least 3 of the 5 upper-level courses used to fulfill the major must be taken at Swarthmore, including at least one of the core courses MATH 063 and MATH 067. Exceptions should be proposed and approved during the Sophomore Plan process, not after the fact. Also, the usual College rules for transfer credit apply: students must see the professor in charge of transfer twice: in advance to obtain authorization, and afterwards to get final approval and a determination of credit. In particular, for MATH 063 and 067, students are responsible for the syllabus we use. If a course taken elsewhere turns out not to cover our entire syllabus, the student will not get full credit (even though the transfer course was authorized)

*beforehand) and the student will not complete the major until they have demonstrated knowledge of the missing topics.*

*Similarly, for honors preparations students are responsible for the syllabi we use; we will not offer special honors exams based on work done at other institutions.*

## Off-Campus Study

*Students planning to study abroad should obtain information well in advance about the courses available at the institution they plan to attend and check with the department about selecting appropriate courses. It may be difficult to find courses abroad equivalent to our core upper-level courses, or to our honors preparations, since curricula in other countries are often organized differently.*

## 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. For further information about the relevant set of requirements, please refer to the Educational Studies section of the Bulletin. One can obtain certification either through a mathematics major or through a Special Major in Mathematics and Education, in either case if taken with appropriate electives.*

## Mathematics and Statistics Courses

*Note 1: For courses numbered under 100, the last digit indicates the subject matter, and the other digit indicates the level. In most cases, a last digit of 1 or 2 means statistics, 3 to 6 means continuous mathematics (calculus and analysis), and 7 to 9 means noncontinuous mathematics (algebra, number theory, and discrete math). Courses below 10 do not count for the major, 10 to 39 are first- and second-year courses, 40 to 59 are intermediate courses, 60 to 69 are core upper-level courses, 70 to 89 are courses that have one or more core courses as prerequisites, and 90 to 99 are independent reading courses.*

*Note 2: There are several sets of courses below from which a student may take only one for credit. For instance, see the descriptions of MATH 033, 034 and 035. In such cases, if a student does take more than one of them, each group is treated for the purpose of college regulations as if they have the same course number. See the Repeated Course Rule in section 8.2.4*

### **MATH 003. Introduction to Mathematical Thinking**

*Students will explore ideas and fundamental results from mathematics while we emphasize the thinking and problem-solving skills these ideas stimulate. Class meetings will involve presentation of new material; group work on problems and puzzles; and lively, maybe even passionate discussions about mathematics. This course is intended for students with little background in mathematics or those who may have struggled with math in the past. It is not open to students who already have received credit on their Swarthmore transcripts for mathematics (including Advanced Placement credit), who concurrently are taking another mathematics course, or who have placed out of any Swarthmore mathematics course. (See "Placement Procedure" earlier.) Students planning to go on to calculus should consult with the instructor. This course does not count toward a major in mathematics.*

*Prerequisite: Placement into this course through Swarthmore's Math/Stat Readiness Examination.*

*Natural sciences and engineering.*

*Writing course.*

*1 credit.*

*Spring 2022. Van Meter.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 015. Single-Variable Calculus 1**

*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, including the fundamental theorem of calculus.*

*Prerequisite: Four years of traditional high school mathematics (precalculus) and placement into this course through Swarthmore's Math/Stat Readiness Examination. Students with prior calculus experience must also take Swarthmore's Calculus Placement Examination (see "Placement Procedure" section earlier).*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Gomez. Van Meter.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 015SP. Calculus STEM Scholars Program**

*MATH 015SP will provide an enriched experience designed for MATH 015 students who plan to take at least four other STEM courses during their time at Swarthmore. During class, students work in small groups on challenging problems designed to promote deep understanding and mastery of the material.*

*Graded CR/NC.*

*Prerequisite: Students must apply for admission to this attachment. Admission will be determined by a commitment to both hard work and excellence, rather than by high school GPA, math SAT scores, or past performance in math classes. Students must be concurrently enrolled in an appropriate section of MATH 015.*

*Natural sciences and engineering.*

*0.5 credit.*

*Fall 2021. Gomez.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 020. Mathematics and Social Justice**

*This course examines the roles that mathematics and mathematicians play in society, particularly through the lenses of equity and social justice. Students will explore what it means to practice mathematics ethically and we will discuss mathematical influence in areas such as policing, politics, healthcare, and the military-industrial complex.*

*Eligible for PEAC*

*Prerequisite: Placement out of, or credit for, either MATH 015 or STAT 011.*

*Natural sciences and engineering*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Miller.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <https://www.swarthmore.edu/mathematics-statistics>*

### **MATH 024. Numerical Methods-Engineering Applications**

*(Cross-listed as ENGR 019)*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Phillips.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 025. Single-Variable Calculus 2**

*The continuation of MATH 015, this course covers techniques and applications of integration, convergence properties of infinite sequences and series, the approximation of functions by Taylor polynomials, and an introduction to differential equations.*

*Prerequisite: A grade of C or better in MATH 015 or placement by examination (see "Advanced Placement and Credit Policy" section).*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Reinhart. Dougherty.*

*Spring 2022. Johnson. Mavinga.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Grood. Lorman.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 027. Linear Algebra**

*This course covers systems of linear equations, matrices, vector spaces, linear transformations, determinants, and eigenvalues. Applications to other disciplines are presented. This course is a step up from calculus: it includes more abstract reasoning, proofs, and structures. Students may take only one of MATH 027 and MATH 028 for credit.*

*Prerequisite: A grade of C or better in some math course numbered 025 or higher or placement by examination (see "Advanced Placement and Credit Policy" section).*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Barranca. Johnson. Lorman. Miller.*

*Spring 2022. Goldwyn. Viator.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Hsu. Hunter.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 028. Linear Algebra with Theory**

*This course includes the topics in MATH 027 but covered with more depth and with a more theoretical, abstract, and rigorous approach. 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 and MATH 028 for credit.*

*Prerequisite: A grade of B or better in some math course numbered 025 or higher, or placement by examination, including both placement out of calculus and placement into this course via Part IV of Swarthmore's Calculus Placement Exam (see "Placement Procedure" section).*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Grood.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 039. Discrete Mathematics with an Introduction to Proof**

*An introduction to noncontinuous mathematics. Topics will include mathematical induction and other methods of proof, basic set theory, bijections, counting, and graph theory. Additional topics may include algorithms, recurrence relations, probability, voting methods, and other topics at the discretion of the instructor. While it does not use any calculus, MATH 039 is a more sophisticated course than MATH 015 or MATH 025; thus success in a calculus course demonstrates the mathematical maturity needed for MATH 039. Previously called Math 029.*

*Prerequisite: A grade of B or better in Math 15, placement into or credit for Math 25, or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Crawford.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **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 is offered every semester and provides a richer understanding of this material by requiring linear algebra (MATH 027 or MATH 028) as a prerequisite and applying linear algebra concepts in the course. Students may take only one of MATH 033, MATH 034, and MATH 035 for credit.*

*Prerequisite: A grade of C or better in MATH 025 or MATH 026 or placement by examination (see "Advanced Placement and Credit Policy" section). Students who have taken linear algebra at Swarthmore or elsewhere may not take MATH 033 without the instructor's permission.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Lorman.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **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: Credit for, or placement out of, MATH 025 or Math 026 and also MATH 027 or MATH 028, along with a grade of C or better in at least one of the two previously mentioned math courses.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Hunter.*

*Spring 2022. Reinhart.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 035. Several-Variable Calculus with Theory**

*This course includes the topics found in MATH 034 but covered in a more theoretical, abstract, and rigorous manner. It is intended for students with exceptionally strong mathematical skills. Students may take only one of MATH 033, MATH 034, or MATH 035 for credit.*

*Prerequisite: Credit for, or placement out of, MATH 025, along with a grade of C or better in MATH 028 or a grade of B or better in MATH 027, or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Hunter.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 043. Basic Differential Equations**

*This course emphasizes the standard techniques used to solve differential equations, covering the basic theory of the field with an eye toward practical applications. Topics may include first-order equations, linear differential equations, series solutions, first-order systems of equations, Laplace transforms, approximation methods, and some partial differential equations. Compare with MATH 044. Students may not take both MATH 043 and MATH 044 for credit. The department prefers majors to take MATH 044.*

*Prerequisite: A grade of C or better in MATH 033, MATH 034 or MATH 035; or a grade of B or better in MATH 025 and currently enrolled in one of MATH 034 or MATH 035; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Goldwyn.*

*Spring 2023. Staff.*

Catalog chapter: *Mathematics and Statistics*

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 044. Differential Equations**

*An introduction to differential equations that has a more theoretical and rigorous flavor than MATH 043 and is intended for students who enjoy delving into the mathematics behind the techniques. It introduces the key ideas of ordinary differential equations in a more conceptual, dynamical as well as computational framework. Topics include existence and non-existence, uniqueness and continuous dependence of solutions on data, qualitative behavior of solutions such as asymptotic behavior and stability, as well as boundary value problems and bifurcation. Numerical and computational methods will be used throughout as appropriate. Linear and nonlinear systems will be considered. Additional topics depend on the interests of the instructor and students. The department recommends that majors take MATH 044.*

*Prerequisite: Either credit for, or placement out of, MATH 027 or MATH 028 and a grade of C or better in one of MATH 033, MATH 034, or MATH 035; or a grade of B or better in MATH 027 or MATH 028 and concurrent enrollment in one MATH 034 or MATH 035; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Barranca.*

*Spring 2023. Staff.*

*Catalog chapter: *Mathematics and Statistics**

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 046. Theory of Computation**

*(Cross-listed as CPSC 046)*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: *Mathematics and Statistics**

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 053. Topics in Analysis**

*Course content varies from year to year depending on student and faculty interest. Recent topics have included dynamical systems, Fourier analysis, and analytic number theory. See also MATH 073.*

*Alternate years.*

*Prerequisite: A grade of C or better in one of and MATH 033, MATH 034, or MATH 035; placement by examination; or permission of the instructor. Some experience reading and writing mathematical proofs is strongly recommended.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2023. Staff.*

*Catalog chapter: *Mathematics and Statistics**

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 054. Partial Differential Equations**

*An introduction to linear partial differential equations. Topics include first-order linear equations and second-order equations of elliptic, parabolic, and hyperbolic type via the Laplace equation, the heat equation, and the wave equation. Solutions to these equations are studied from analytical, qualitative, and numerical viewpoints. Additional topics depend on the interests of the students and instructor.*

*Alternate years.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028; a grade of C or better in one of MATH 043, MATH 044; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2023. Staff.*



Catalog chapter: *Mathematics and Statistics*  
Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 055. Intermediate Topics in Geometry**

#### *Knot Theory*

Tie a knot in a string then glue the ends together. Can this knot be untangled without cutting it open? This question and many others relating to these "mathematical knots" have increasingly been studied by mathematicians, with many breakthroughs occurring in the past 20 years. In this course we will discuss methods of knot tabulation, invariants (properties) of knots such as the bridge-number, surfaces associated to knots, ties to Hyperbolic Geometry, Physics, Chemistry, Molecular Biology, and other sciences, as well as open problems in the field. While our proof-based approach will heavily feature drawing, artistic skill is not a prerequisite.

Prerequisite: Credit for, or placement out of, one of MATH 027 or MATH 028 and also one of MATH 033, MATH 034, or MATH 035, along with a grade of C or better in at least one of the two previously mentioned math courses; or permission of the instructor.

Natural sciences and engineering.

1 credit.

Catalog chapter: *Mathematics and Statistics*

Department website: <https://www.swarthmore.edu/mathematics-statistics>

### **MATH 056. Modeling**

(Cross-listed as ENVS 079)

An introduction to the formulation and analysis of mathematical models. This course will present a general framework for the development of discrete and continuous models of diverse phenomena. Principles of modeling will be drawn from multiple areas, such as kinetics, population dynamics, disease spread, traffic flow, particle mechanics, and network science. Mathematical techniques and theory useful for understanding models will be emphasized, such as dimensional analysis, phase plane diagrams, stability analysis, bifurcation theory, conservation laws, random walks, constitutive relations, chaos theory, and computer simulation. A primary goal of this course is to give insights into the connections between mathematics and real-world problems, allowing students to apply the course concepts to applications that excite them.

Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028, and a grade of C or better in one of MATH 043 or MATH 044; or permission of the instructor.

Natural sciences and engineering.

1 credit.

Eligible for ENVS

Spring 2022. Crawford.

Catalog chapter: *Mathematics and Statistics*

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 057. Topics in Algebra**

Course content varies each year, depending on student and faculty interest. Recent offerings have included coding theory, groups and representations, finite reflection groups, and advanced matrix theory. See also MATH 077.

Prerequisite: A grade of C or better in MATH 027 or MATH 028.

Natural sciences and engineering.

1 credit.

Eligible for COGS

Catalog chapter: *Mathematics and Statistics*

Department website: <http://www.swarthmore.edu/mathematics-statistics>

### **MATH 058. Number Theory**

This course covers the fundamentals of elementary number theory, including divisibility, congruences, and prime numbers. Topics may include Gaussian integers, sums of squares representations, and quadratic reciprocity.

Alternate years.

Prerequisite: A grade of C or better in one of MATH 027 or MATH 028.

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Hsu.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 063. Introduction to Real Analysis**

*This course concentrates on the careful study of the principles underlying the calculus of real valued functions of real variables. Topics include continuity, compactness, connectedness, uniform convergence, differentiation, and integration. There is a strong emphasis on good mathematical writing, especially on mathematical proofs. This course includes a required additional weekly problem session.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028 and also a grade of C or better in one of MATH 033, MATH 034, or MATH 035.*

*Natural sciences and engineering.*

*Writing course.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Viator. Mavinga.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 065. Introduction to Geometry**

*The course content varies from year to year but is often either the differential geometry of curves and surfaces or the algebraic geometry of conics and cubics.*

*Alternate years.*

*Prerequisite: Credit for, or placement out of, one of MATH 027 or MATH 028 and also one of MATH 033, MATH 034, or MATH 035, along with a grade of C or better in at least one of the two previously mentioned math courses; or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 066. Stochastic and Numerical Methods**

*In mathematical problems that arise from real-world applications, exact solutions often cannot be obtained due to complicating characteristics, such as nonlinearity, uncertainty, and randomness. This course will introduce theory and techniques to numerically approximate solutions to these types of mathematical problems. This course will also survey the mathematical theory of stochastic processes. Additional topics may be included, depending on the instructor.*

*Prerequisite: Credit for, or placement out of, MATH 027 or MATH 028 and a grade of C or better in MATH 043 or MATH 044.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Barranca.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 067. Introduction to Modern Algebra**

*This course is an introduction to abstract algebra and will survey basic algebraic systems-groups, rings, and fields. Although these concepts will be illustrated by concrete examples, the emphasis will be on abstract theorems, proofs, and rigorous mathematical reasoning. There is a strong emphasis on good mathematical writing, especially on mathematical proofs. This course includes a required additional weekly problem session.*

*Prerequisite: A grade of C or better in MATH 027 or MATH 028; or permission of the instructor.*

*Natural sciences and engineering.*

*Writing course.*

*1 credit.*

*Spring 2022. Dougherty. Hsu.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 069. Combinatorics**

*This course continues the study of material begun in MATH 039. The primary topics are enumeration and graph theory. The first area includes, among other things, a study of generating functions and Polya counting. The second area is concerned with relations between certain graphical invariants. Additional topics may include one or more of the following: design theory, extremal graph theory, Ramsey theory, matroids, matchings, codes, and Latin squares.*

*Prerequisite: Grades of C or better in MATH 039 and at least one other course in mathematics numbered 27 or higher; or permission of the instructor. Students who have taken two or more mathematics courses numbered 50 or higher have taken this course without Math 39; please discuss with the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 073. Advanced Topics in Analysis**

*An advanced version of MATH 053, sometimes offered instead, and requiring the core course in analysis.*

*Prerequisite: A grade of C or better in MATH 063.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 077. Advanced Topics in Algebra**

*An advanced version of MATH 057, sometimes given instead, and requiring the core course in algebra.*

*Prerequisite: A grade of C or better in MATH 067.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Dougherty.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 093. Directed Reading**

*Graded CR/NC.*

*Natural sciences and engineering.*

*1 credit.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **MATH 097. Senior Conference**

*Course majors in math/stat are required to take this zero-credit course in both the fall and spring of their senior year. This comprehensive will have students engage with mathematicians and statisticians who present lectures on various topics, and will have students participate in a range of departmental activities. Any student who will not be on campus during one of those semesters must replace that semester's Math 97 course with a department-approved substitution. The substitution should be approved during the sophomore planning stage or, if that is not possible, by speaking with their department advisor as soon as possible.*

*0 credit.*

*Fall 2021. Hunter.*

*Spring 2022. Hunter.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 001. Statistical Thinking**

*Statistics provides methods for collecting and analyzing data and generalizing from these results. Statistics is used in a wide variety of fields, and this course provides an understanding of the role of statistics in these fields and in everyday life. It is intended for students who want an appreciation of statistics, including the ability to interpret and evaluate statistical claims critically but who do not imagine they will ever need to carry out statistical analyses themselves. (Those who may need to carry out statistical analyses should take STAT 011.) This course cannot be counted toward a major in mathematics, is not a prerequisite for any other course, and cannot be taken for credit after or simultaneously with any other statistics course, including AP Statistics and ECON 031.*

*Prerequisite: Placement into this course through Swarthmore's Math/Stat Readiness Examination.*

*Natural science and engineering.*

*1 credit.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 011. Statistical Methods I**

*This course prepares students to carry out basic statistical analyses using computer software. Topics include summary statistics and graphics, design of surveys and experiments, one and two-sample t-tests and tests of proportions, and an introduction to simple linear regression. The course is intended for students who want a practical introduction to statistical methods. Students may not receive credit for both Stat 011 and AP Statistics.*

*Note that the material of STAT 011 overlaps with ECON 031, but these courses have different emphasis.*

*Prerequisite: Four years of traditional high school mathematics (precalculus) and placement into this course through Swarthmore's Math/Stat Readiness Examination.*

*Natural science and engineering.*

*1 credit.*

*Fall 2021. Crawford. Thornton.*

*Spring 2022. Luby. Van Meter.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 021. Statistical Methods II**

*This is a second course in applied statistics that extends methods taught in STAT 011. Topics include multiple linear regression, analysis of variance, and logistic regression.*

*Prerequisite: Credit for AP Statistics; a grade of C or better in STAT 011 or ECON 031; or a grade of B or better in STAT 001 with permission of the instructor.*

*Natural science and engineering.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Luby.*

*Spring 2022. Thornton.*

Fall 2022. staff.  
Spring 2023. staff.  
Fall 2023. staff.  
Catalog chapter: *Mathematics and Statistics*  
Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **STAT 041. Topics in Applied Statistics: Statistical Graphics & Data Visualization**

*Graphical displays of information can improve our understanding of both data and statistical models. Data Visualization has become a key component in decision-making about everything from the COVID-19 pandemic to sports analytics to climate change. While these visualizations can help synthesize complex phenomena into a single graph, we have also been inundated with maps, charts, and diagrams that often present conflicting conclusions. Drawing heavily from contemporary examples including the COVID-19 pandemic and recent election results, this course will cover common forms of data visualization and their uses and misuses.*

*In this course, you will learn how to create, critique, and present graphics in a concise and statistically sound way. Topics include: common data types and visualizations in R; incorporating statistical concepts such as transformations, smoothing, and uncertainty into visualizations; interactive graphics; and non-traditional types of data, which may include time series, maps, networks, or text.*

*You will leave the course having built a portfolio of static and interactive visualizations, statistical writing, and presentations. This is a project-based course, and you are encouraged to bring additional ideas for datasets and research questions.*

*Prerequisite: STAT 021 or permission of the instructor.*

*Natural science and engineering.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Core*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 051. Probability**

*Introduction to the mathematical theory of probability. Topics include sample spaces and events, conditional probability and Bayes' theorem, univariate probability and density functions, expectation and variance, moment generating functions, Binomial, Negative Binomial, Poisson, Normal, t, Gamma and Beta distributions, joint, marginal and conditional distributions, independence, transformations, the multivariate Normal distribution, the law of large numbers and the central limit theorem.*

*Prerequisite: A grade of C or better in MATH 033, MATH 034, or MATH 035; a grade of C or better in MATH 027 or MATH 028 and currently enrolled in one of MATH 034 or MATH 035; or permission of the instructor.*

*Natural Science and Engineering*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Whitehead.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 061. Mathematical Statistics I**

*Introduction to the mathematical theory of frequentist and Bayesian statistical inference. Topics include parameter estimation, confidence intervals and hypothesis testing, linear regression methods and Bayesian inference. Students needing to learn applied statistics and data analysis should consider Stat 021 in addition to or instead of this course.*

*Prerequisite: A grade of C or better in both STAT 051 and MATH 027 or MATH 028; or permission of the instructor. STAT 011 or the equivalent and some experience with computing are strongly recommended.*

*Natural Science and Engineering*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Everson.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 093. Directed Reading**

*Graded CR/NC.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **Seminars**

### **MATH 101. Real Analysis II**

*This seminar is a continuation of Introduction to Real Analysis (MATH 063). Topics include the inverse and implicit function theorems, differential forms, calculus on manifolds, measurability, and Lebesgue integration.*

*Prerequisite: A grade of B or better in MATH 063 or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2022. Gomez.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **MATH 102. Modern Algebra II**

*This seminar is a continuation of Introduction to Modern Algebra (MATH 067). Topics covered include field theory, Galois theory (including the insolvability of the quintic), and the Sylow theorems. Other topics are usually chosen from the structure theorem for modules over principal ideal domains, a theoretical development of linear algebra, or an introduction to representation theory. Additional topics may be studied depending on the interests of students and instructor.*

*Prerequisite: A grade of B or better in MATH 067 or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Grood.*

*Fall 2022. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **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: A grade of B or better in MATH 063 or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Whitehead.*

*Fall 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

### **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).*

*Alternate years.*

*Prerequisite: A grade of B or better in both MATH 063 and MATH 067, or permission of the instructor.*

*Natural sciences and engineering.*

*2 credits.*

*Spring 2022. Hunter.*

Catalog chapter: *Mathematics and Statistics*

Department website: <http://www.swarthmore.edu/mathematics-statistics>

## **MATH 105. Geometry II**

*The course content varies from year to year among differential geometry, differential topology, and algebraic geometry. In 2021, the topic was algebraic geometry.*

*Alternate years.*

*Prerequisite: A grade of B or better in MATH 065 or permission of the instructor.*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **STAT 111. Mathematical Statistics II**

*This seminar is a continuation of STAT 051 and STAT 061. It deals mainly with statistical models for the relationships among variables. The theory of linear regression models is examined in detail. Other topics may include theory for generalized linear models (including logistic regression), Bayesian inference, and nonparametric statistics.*

*Prerequisite: A grade of B- or better in STAT 061; credit or placement out of CPSC 021.*

*Natural science and engineering.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Everson.*

*Spring 2023. Staff.*

*Catalog chapter: Mathematics and Statistics*

*Department website: <http://www.swarthmore.edu/mathematics-statistics>*

## **Medieval Studies**

*Courses*

### **Coordinator:**

**CRAIG WILLIAMSON (English), Coordinator**  
**Cheryl Sharp, Administrative Coordinator**  
**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Tariq al-Jamil (Religion)<sup>1</sup>**  
**James Blasina (Music)**  
**Steven Hopkins (Religion)<sup>3</sup>**  
**Rosaria V. Munson (Classics)**  
**Benjamin Ridgway (Modern Languages & Literatures: Chinese)**  
**Ellen M. Ross (Religion)**  
**William Turpin (Classics)**

<sup>1</sup>Absent on leave Fall 2021

<sup>3</sup>Absent on leave 2021-2022 Academic Year

*Swarthmore's Medieval Studies Program offers students the opportunity to study in an interdisciplinary and cross-cultural fashion a variety of often interrelated medieval civilizations-European, Mediterranean, Middle Eastern, Islamic, South and West Asian-from the 4th to the 15th centuries. The program draws upon a variety of critical and cross-disciplinary approaches to explore medieval cultures, their distinctive qualities and historical connections, their material and spiritual productions, their artistic creations, and their relation to earlier and later cultures.*

*The heart of the Medieval Studies Program is its interdisciplinary approach. The faculty and students in this program believe that the medieval period, its history, languages and literatures, art and architecture, religion and philosophy, music and meaning, are best studied from a variety of critical perspectives in which discipline and dialogue go hand in hand, where each person's knowledge is tested and expanded by another's approach, and where we come together in the words of Chaucer's Clerk to "gladly lerne and gladly teche."*

## The Academic Program

*Students may major or minor in medieval studies in either the Course or Honors Program. Students must take work in a variety of medieval subjects to be drawn from art history, history, literature, music, religion, and philosophy. Majors often do research abroad on college-sponsored fellowships during the summer of their junior year and then write a thesis, which they present as seniors to an interdisciplinary Medieval Studies Committee or a panel of honors examiners.*

## Requirements

*All students who major or minor in medieval studies, either in honors or course, must fulfill the program's distribution requirements by taking medieval courses from the following distribution areas: 1. art history 2. history 3. literature (English, classics, etc.) 4. music 5. religion or philosophy. The list of Swarthmore medieval studies courses as well as medieval courses at Bryn Mawr and Haverford is regularly updated on the program website.*

## Course Major

*Course majors must take at least 8 credits in medieval subjects, including at least one medieval course in three of the five distribution areas, and pass a senior comprehensive which includes a written and oral exam given by the student's instructors in her or his medieval courses. These examinations are intended to be a culminating exercise to facilitate the review and integration of the various subjects and methods involved in the interdisciplinary field of medieval studies.*

## Honors Major

*Honors majors must take at least one medieval course in three of the five distribution areas. The Honors Program itself will include four double-credit preparations in medieval subjects which reflect the interdisciplinary nature of the major and must include work in at least three of the distribution areas. The preparations may be constituted by some combination of the following: seminars, preapproved two-course combinations, courses with attachments, or a thesis. Senior Honors Study for honors majors in medieval studies will follow the policies of the individual departmental preparations used in the program. Honors majors will have a 90- to 120-minute oral panel examination with all four examiners present. These examinations are intended to be a culminating exercise to facilitate the review and integration of the various subjects and methods involved in the interdisciplinary field of medieval studies. Honors major normally do not have a separate minor as part of their Medieval Studies Honors Program, but they may apply one of their four honors preparations toward an honors minor. In such a case, a student must fulfill all the requirements set by the relevant department or program of that honors minor.*

## Course Minor

*Course minors must take 5 credits in medieval subjects in at least two distribution areas. Only one of these credits can also be in the department of the student's major.*

## Honors Minor

*Honors minors must take 5 credits in medieval subjects in at least two distribution areas. The honors preparation in a medieval subject should reflect the interdisciplinary nature of the minor and may be satisfied by one of the following: a seminar, a preapproved two-course combination, a course with an attachment, or in special cases a thesis. The minor preparation must be in a department distinct from the student's major. Senior Honors Study and written and oral honors exams will follow the pattern of the department in which the preparation is offered.*



Courses and seminars in the various departments which are counted as medieval studies courses are listed in the College Catalog and online. Students may also take medieval courses at Bryn Mawr or Haverford as part of their program.

## Medieval Studies Courses

The following medieval studies courses are currently offered at Swarthmore. Other courses may be considered on petition to the Medieval Studies committee. Courses marked with an asterisk may count as a Medieval Studies course if the student chooses to focus on medieval materials; see the instructor for details. Majors and minors are also allowed to include medieval courses from Bryn Mawr, Haverford, and the University of Pennsylvania in their curriculum.

### **MDST 096. Thesis**

*1 credit.*

*Eligible for MDST*

*Catalog chapter: Medieval Studies*

*Department website: <http://www.swarthmore.edu/medieval-studies>*

### **MDST 180. Senior Honors Thesis**

*1 - 2 credits.*

*Eligible for MDST*

*Catalog chapter: Medieval Studies*

### **ARTH 002. The Western Tradition**

*This course provides an introduction to Mediterranean and European art from prehistoric cave painting to the 18th 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.*

*Humanities.*

*1 credit.*

*Eligible for MDST, GLBL-Paired*

*Fall 2022. Reilly.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 003. Asian Art: Past and Present**

*This course provides a thematic introduction to the arts of India, China, Korea, and Japan from prehistoric times to the present. Through explorations of select works of calligraphy, painting, prints, ceramics, sculpture, and architecture, this course aims to familiarize students with artistic vocabularies and conventions, sociocultural contexts of production and consumption, and tools of art historical analysis. Particular focus will be given to the interrelationships between art, religion, philosophy, and literature.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Lee.*

*Spring 2023. Lee.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

### **ARTH 052. Global Renaissance**

*The "Global Renaissance," focuses on Europe's relations with Latin America, Africa, Asia, and the Middle East in the early era of colonization and global expansion.*

*Students will explore what the visual arts can reveal about the transfer of ideas and the growth of global trade and cultural/religious conflict in this era of increasing internationalism. We will focus on cross-cultural exchange in the 15<sup>th</sup> and 16<sup>th</sup> centuries, and consider these issues primarily from the European perception of the expanding world. The theme of globalism will be addressed through the lens not only of painting, sculpture and architecture, but also objects that are not typically considered "high art" such as maps, textiles, festival art, and ceramics.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Core*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 072. Global History of Architecture: Prehistory to 1750 CE**

*This survey will provide an introduction to the history of the global built environment from the earliest human settlements to the middle of the second millennium. Chronologically and geographically broad, we will examine selected works of architecture and urbanism from diverse cultures around the world, commencing ca. 10,000 B.C.E. and ending around 1750 C.E. In doing so, we will interpret the built environment as both a product of its social, political, and cultural contexts and a force that shapes those contexts. Despite a diversity of examples, common themes--such as cultural interaction and exchange, religion and belief, transmission of knowledge, architectural patronage, spatial and aesthetic innovation, and technological transformation--will emerge across the course.*

*Humanities.*

*1 credit.*

*Eligible for GLBL- Core, MDST*

*Fall 2022. Goldstein.*

*Fall 2023. TBA*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **CHIN 027. Nature and the Non-Human in Classical Chinese Tales of the Strange**

*(Cross-listed as LITR 027CH)*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA, CPLT*

*Spring 2022. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **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 millennia until earlier this century. Complemented with readings in English about Chinese characters and classical Chinese, this course imparts the principal structures of the classical language through an analytical presentation of the rudiments of the language and close reading of original texts. It is not a lecture course and requires active, regular participation on the part of the student, with precise translation into English an integral component. The course is conducted in English. The course is open to all interested students and has no prerequisites; no previous preparation in Chinese is required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, MDST*

*Spring 2022. Ridgway.*

*Spring 2023. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 037. Text and Image: Classical Chinese Poetry and Painting**

*(Cross-listed as LITR 037CH)*

*Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course we will examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, we will see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, we then apply our knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. We will explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war.*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/chinese>*

### **CLST 106. Classical Studies Capstone: Dante: Christianity and the Classical Tradition**

*CPLT 106*

*In the Divina Commedia, Dante adapts the Classical theme of the heroic journey to the Underworld to his task as a visionary poet and Christian prophet. We will read the Inferno, Purgatorio, and Paradiso in English translation, exploring its different levels of meaning and Dante's surprising reinterpretation of the ancient authors. We will reconstruct his world view in the broader context of Medieval culture: his thought on life, death, love, language, the visual arts, politics and history.*

*Humanities.*

*2 credits.*

*Catalog chapter: Classics*

*Department website: <http://www.swarthmore.edu/classics>*

### **ENGL 010. Monsters, Marvels, and Mysteries: Beowulf to Paradise Lost**

*The first thousand years of English Literature with an emphasis on monsters like Grendel and Satan, marvels like a talking tree and a boy actor playing a woman pretending to be a man, and mysteries like the moth that devours words and a green knight who offers a hero the chance to chop off his head. Some modern retellings such as Gardner's Grendel and Stoppard's Rosencrantz and Guildenstern Are Dead will be included. Major authors include Chaucer, Shakespeare, and Milton.*

*Med/Ren*

*GATEWAY English Literature.*

*Humanities.*

*1 credit.*

*Eligible for MDST*

*Fall 2021. Williamson.*

*Fall 2022. Williamson.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **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, changing phonology and morphology, wordplay in Chaucer and Shakespeare, pidgins and creoles, and global English.*

*Med/Ren.*

*GATEWAY English Literature.*

*Prerequisite: 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.*

*Humanities.*

*1 credit.*

*Eligible for MDST*

*Spring 2023. Williamson.*

Spring 2024. Williamson.  
Catalog chapter: English Literature  
Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 016. Chaucer**

*Readings in Middle English of most of Chaucer's poetry with emphasis on The Canterbury Tales and Troilus and Criseyde. The course attempts to place the poetry in a variety of critical and cultural contexts which help to illuminate Chaucer's art. Medieval cultural readings include Boethius' Consolation of Philosophy, and Andreas Capellanus' The Art of Courtly Love.*

Med/Ren  
Humanities.

1 credit.

Eligible for MDST

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 046. Tolkien and Pullman and Their Literary Roots**

*A study of Tolkien's Lord of the Rings and Pullman's His Dark Materials in the context of their early English sources. For Tolkien, this will include Beowulf, Old English riddles and elegies, and Sir Gawain and the Green Knight. For Pullman, this will include Biblical stories of the Creation and Fall, Milton's Paradise Lost, and selected Blake poems. Some film versions will be included.*

Med/Ren or 20th/21st.

GATEWAY English Literature.

Humanities.

1 credit.

Eligible for MDST, CPLT

Spring 2022. Williamson.

Spring 2023. Williamson.

Spring 2024. Williamson.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **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.

Eligible for Medieval Studies.

Catalog chapter: Classics

Department website: <http://www.swarthmore.edu/classics>

### **LING 033. Introduction to Classical Chinese**

*(Cross-listed as CHIN 033)*

*This course counts for distribution in humanities under the chinese rubric and in social sciences under the linguistics rubric.*

Social Sciences.

1 credit.

Eligible for ASIA, MDST

Spring 2022. Ridgway.

Catalog chapter: Linguistics

Department website: <http://www.swarthmore.edu/linguistics>

### **LITR 037CH. Text and Image: Classical Chinese Poetry and Painting**

(Cross-listed as CHIN 037)

Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course we will examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, we will see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, we then apply our knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. We will explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war.

Humanities.

1 credit.

Eligible for MDST, ASIA.

Spring 2023. Staff.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **MUSI 008C. Medievalism in Music and Media**

From the January 6 insurrection at the Capitol to Disney's *Frozen* to video games such as *The Witcher* and *Skryim*, fictionalized allusions to the Middle Ages loom large in contemporary cultural and political landscapes. How are the Middle Ages presented and understood, and what is the role of sound and music in the "invention" of the Middle Ages? This course explores the slippery distinction between the "real" and the "made" musical Middle Ages (roughly defined as the fifth to the fifteenth centuries) through several case studies from the last two hundred years and spanning across a variety of genres and media: video games, television, cinema, popular and folk musics, manuscript and print scores, and opera. We will consider the musical strategies that performers, composers, and scholars have adopted to imagine the sound of the Middle Ages, as well as the historical, political, and ideological motivations prompting them in doing so.

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Eligible for INTP, MDST

Spring 2022. Agugliaro.

### **MUSI 020. Medieval and Renaissance Music**

A repertory based course that discusses the history of music in Europe from the beginnings of musical notation to the birth of opera. (c. 800 - c. 1600). *Mus 20* considers this varied repertory through lenses of race, gender, and identity, nationalism and post-colonial theory. Topics include musical rituals, music and magic, music and Elizabethan global politics, music, piety, & sacrilege, sexual discourse in music, relationships between music and architecture, development of musical instruments, and history of theory.

Prerequisite: MUSI 011 or permission of the instructor.

Humanities.

1 credit.

Fall 2022. Blasina.

Catalog chapter: *Music and Dance: Music*

Department website: <http://www.swarthmore.edu/music>

### **MUSI 028. Sound, Sinners, and Saints in Medieval England**

What did Medieval England sound like? What meanings did individuals attribute to sounds, heard and imagined? This course examines the production and perception of sound and music in England from c. 1000 - c. 1500, considering their relationship to each other, and their roles as vehicles for the transcultural exchange that contributed to formations of English national identity. Using the lenses of sound studies and musicology, this course considers how sound and music could be tools of war and conquest in early English imperialism, as well as the impacts of sound and music on English civic and religious life. In this vein topics include, but are not limited to, sound and criminality, executions, the regulation of sound and music, English sanctity, kingship and queenship, the Crusades, vernacular song and dance, musical innovation, and technologies of music recording. We will treat music on the same level as other kinds of sounds, including those represented in visual sources and those made by inanimate objects (e.g. bells) and animals.

Prerequisite: Ability to read music.

Humanities.

1 credit.

Eligible for MDST.

Spring 2024. Blasina.

Catalog chapter: Music and Dance: Music

Department website: <https://www.swarthmore.edu/music>

### **MUSI 106. Winds of Pleasure: The Music and Writing of Hildegard of Bingen in Context and Revival**

*Celebrated for her prophetic powers, Hildegard of Bingen was a 12th century composer, abbess, writer of three natural science and medicinal texts, and a sought-after resource for contemporary political and religious leaders. This course examines the music, drama, sermons, letters, and medicinal works written by the visionary and polymath, contextualizing Hildegard's compositional style within medieval genres. Special attention will be given to liturgical drama, the recording and compilation of Hildegard's work during the Middle Ages, compositional aspects of Hildegard's music, representations of gender, the body, and sexuality in her music and writing. The Hildegard revival of the 19th and 20th centuries will provide case studies (ranging from Anonymous 4 to Swedish folk rock) to analyze contemporary performance practices.*

*Prerequisite: MUSI 011 or permission of the instructor.*

1 credit.

Fall 2023. Blasina.

Department website: Music and Dance: Music

### **RELG 008B. The Qur'an and Its Interpreters**

*This course will include detailed reading of the Qur'an in English translation. The first part of the course will be devoted to the history of the Qur'an and its importance to Muslim devotional life. The first portion of the course will include: discussion of the history of the compilation of the text, the methods used to preserve it, styles of Qur'anic recitation, and the principles of Qur'anic abrogation. Thereafter, attention will be devoted to a theme or issue arising from Qur'anic interpretation. Students will be exposed to the various sub-genres of Qur'anic exegesis including historical, legal, grammatical, theological and modernist approaches.*

Humanities.

1 credit.

Eligible for ISLM, MDST

Spring 2022. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 011B. The Religion of Islam: The Islamic Humanities**

*This course is a comprehensive introduction to Islamic doctrines, practices, and religious institutions in a variety of geographic settings from the rise of Islam in the seventh century to the present. Translated source materials from the Qur'an, sayings of Muhammad, legal texts, and mystical works will provide an overview of the literary expressions of the religion. Among the topics to be covered are: the Qur'an as scripture and as liturgy; conversion and the spread of Islam; Muhammad in history and in the popular imagination; concepts of the feminine; Muslim women; sectarian developments; transmission of religious knowledge and spiritual power; Sufism and the historical elaboration of mystical communities; modern reaffirmation of Islamic identity; and Islam in the American environment.*

Humanities.

Writing course.

1 credit.

Eligible for ISLM, MDST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 014. Race, Gender, and Sex in the Bible**

*Is the Bible racist? Sexist? Homophobic? This course introduces students to the academic study of the Bible and critical theories about gender, race, sexuality, and ethnicity. How is it that the Bible has been mobilized to support racist, homophobic, and misogynist ideologies and that the same Bible has been used to subvert, undermine, and ultimately try to eradicate these same ideologies? Course readings focus on black feminist, womanist, African American, Asian American, and Latinx biblical interpretations.*

Humanities.

1 credit.

Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

### **RELG 020. Christian Mysticism**

*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.*

*Humanities.*

*1 credit.*

*Eligible for MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 030. 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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 031. Healing Praxis and Social Justice**

*Social justice rhetoric and activism are often framed around the theme of a fight or a struggle -- however noble -- against the forces and powers of oppression. This course takes a different tack and approaches social justice via perspectives of healing, wellness, and critical care practices. This course places an emphasis upon praxis, and as such will center healing and social justice practitioners and their methodologies as our primary curricular materials (via in-class visits and their social media footprints) to accompany more traditional classroom readings and multimedia assignments. What happens to our notions of social justice if we view current-day global oppression chiefly as a problem of colonial dis/ease -- a restless sickness wracking the social and political body, the encrusted layers of generational trauma and violence catalyzed by the on-going and open-ended histories of slavery, colonialism, and capitalism?*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, ENVS, PEAC, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 037. Sex, Gender, and the Bible**

*The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and "family values."*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP, MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 053. Gender, Sexuality, and the Body in Islamic Discourses**

*An exploration of sexuality, gender roles, and notions of the body within the Islamic tradition from the formative period of Islam to the present. This course will examine the historical development of gendered and patriarchal readings of Islamic legal, historical, and scriptural texts. Particular attention will be given to both the premodern and modern strategies employed by women to subvert these exclusionary forms of interpretation and to ensure more egalitarian outcomes for themselves in the public sphere. Topics discussed include female piety, marriage and divorce, motherhood, polygamy, sex and desire, honor and shame, same-sex sexuality, and the role of women in the transmission of knowledge.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, GSST, ISLM, MDST*

*Fall 2022. al-Jamil.*

*Fall 2023. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **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.*

*Humanities.*

*1 credit.*

*Eligible for INTP, MDST*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **Seminars**

### **CPLT 106. Classical Studies Capstone: Dante: Christianity and the Classical Tradition**

*(Cross-listed as CLST 106)*

*In the Divina Commedia, Dante adapts the Classical theme of the heroic journey to the Underworld to his task as a visionary poet and Christian prophet. We will read the Inferno, Purgatorio, and Paradiso in English translation, exploring its different levels of meaning and Dante's surprising reinterpretation of the ancient authors. We will reconstruct his world view in the broader context of Medieval culture: his thought on life, death, love, language, the visual arts, politics and history.*

*Humanities.*

*2 credits.*

*Eligible for MDST.*

*Catalog chapter: Comparative Literature*

*Department website: <https://www.swarthmore.edu/comparative-literature>*

### **ENGL 102. Chaucer and Medieval Literature**

*A study of medieval English literature with an emphasis on Chaucer. Texts will include Beowulf, Old English poems, Sir Gawain and the Green Knight, Chaucer's Canterbury Tales and Troilus and Criseyde, Margery Kempe's autobiography, selected mystery plays and Everyman, and Arthurian materials. Some works will be in Middle English; others, in translation.*

*Med/Ren*

*Humanities.*

*2 credits.*

*Eligible for MDST*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **MDST 180. Senior Honors Thesis**



1 - 2 credits.

Eligible for MDST

Catalog chapter: Medieval Studies

### **RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism and Islam**

*An examination of the concepts of martyrdom, holy war, and suicide in Islam, Christianity, and Judaism. How are "just" war, suicide, martyrdom presented in the sacred texts of these three traditions? How are the different perspectives related to conceptions of death and the afterlife within each tradition? Historically, how have these three traditions idealized and/or valorized the martyr and/or the "just" warrior? In what ways have modern post-colonial political groups and nationalist movements appropriated martyrdom and holy war in our time?*

Humanities.

2 credits.

Eligible for ISLM, MDST, PEAC

Spring 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **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.*

Humanities.

2 credits.

Eligible for MDST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 108. Poets, Saints, and Storytellers: The Poetry and Poetics of Devotion in South Asian Religions**

*A study of the major forms of Hindu religious culture through the lenses of its varied regional and pan-regional literatures, with a focus on the literature of devotion (bhakti), including comparative readings from Buddhist and Islamic traditions of India. The course will focus on both primary texts in translation (religious poetry and prose narratives in epic and medieval Sanskrit, Tamil, Kannada, Bengali, Hindi, Pali, Sinhala, Sindhi, and Urdu) as well as pertinent secondary literature on the poetry and poetics of religious devotion. We will also pay close attention to specific literary forms, genres, and regional styles, as well as the performance (music and dance) and hagiographical traditions that frame the poems of Hindu saint-poets, Buddhist monks, and Muslim mystics. Along with a chronological and geographical focus, the seminar will be organized around major themes such as popular/vernacular and "elite" traditions; the performance and ritual contexts of religious poetry; the place of the body in religious emotion; love, karma, caste, and family identity; asceticism and eroticism; gender and power; renunciation and family obligations.*

Humanities.

2 credits.

Eligible for ASIA, MDST

Fall 2023. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 114. Love and Religion**

*A comparative seminar that deals with ancient Greek, early and medieval Christian, medieval Jewish, "secular" troubadour, Hindu, South Asian and East Asian (Japanese) Buddhist traditions on the transformations of "love" in religious devotional literatures. We focus on themes of erotic and parental love; gender, sexuality, and the body; the emotions as ethical appraisal; individual love, loss, lament, and "ennobling virtue;" and the enduring tensions between the particular and "universal" in discourses of and about love, the passions and their vicissitudes in the histories of religion. Primary texts will range from Plato's Symposium, Gregory of Nyssa's Greek commentaries on the Song of Songs and his Bios makrinou; the Occitan poetry of female Provençal troubadours, Dante's Vita nuova, selections from the Commedia, Angela di Foligno's Libello; to early Buddhist women in the poetry and narratives of the Pāli Therīgāthā, the Sinhala narratives of the Buddha's wife Yasodharā and the Buddha's two mothers, Bengali poetry to the Hindu goddess Kālī and to the divine lovers Krishna and Rādhā; Heian-period Japanese love poems of Izumi Shikibu, and Arundhati Roy's God of Small Things.*

Humanities.

2 credits.

*Eligible for ASIA, GSST, MDST  
Fall 2022. Hopkins.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>*

### **RELG 119. Islamic Law and Society**

*A survey of the history of Islamic law and its developments, with particular attention to the ways Islamic legal principles were formed, organized, operated in practice, and changed over time. It will focus on issues in Islamic legal theory, methodology, constitutional law, personal law, and family law that have had the greatest relevance to our contemporary world. This course functions as a basic introduction to the Islamic legal system in its pre-modern and contemporary forms. The course will also provide comparative discussion of the contrasts between Islamic legal theory and positive law and European and American legal and constitutional thought.*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST*

*Spring 2024. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 127. Secrecy and Heresy**

*This seminar will explore religious literature, bodily practices, and social behaviors associated with the performance of secrecy in various geographical, historical, and political contexts. Religious communities have often employed secrecy as a strategy for the maintenance of group solidarity and religious identity when faced with allegations of heresy. Secrecy functions not only as a means to subvert and undermine the marginalization of religious minorities but as a powerful tool for the creation of more egalitarian possibilities through preservation of privileged knowledge and the presence of internally shared though externally undisclosed social and religious connections. What kinds of religious secrets are meant to be safeguarded? What set of behaviors and strategies are required to keep these "secrets" or sustain adopted personas? Is religious secrecy merely a tactic for ensuring survival in the context of social marginalization and political persecution? What is the relationship between secrecy and suspicion? Is it necessary that what one wishes to conceal is inherently negative, pernicious or even heretical?*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST*

*Spring 2022. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Modern Languages and Literatures:**

*Chair*

**WILLIAM GARDNER, Professor of Japanese**

*Staff*

**SUZANNE MCCARTHY, Administrative Assistant**

**BETHANNE SEUFERT, Administrative Assistant**

## **The Academic Program**

*Our courses balance traditional objects of study with emerging interdisciplinary projects on topics such as urban modernity, gender and sexuality, and media representations and manipulations of cultural values. Our curriculum engages the classics of world literature while also adapting to reflect the latest redefinitions and debates occurring within the Humanities. The linguistic knowledge students acquire in our courses*

enables them to speak and write confidently about texts and contexts, to go abroad and encounter the world and its residents in very different, more informed and meaningful ways.

Along with demonstrated competence in the language, a foreign literature major will normally complete a minimum of 8 credits in courses in advanced language, literature, or culture, and a culminating exercise such as a thesis, an oral or written comprehensive examination, or honors examinations. Depending on the program, one or more courses for the major may be taken in English. The department encourages interdisciplinary approaches and pertinent special majors. Students interested in more than one literature are encouraged to consider a major in comparative literature. Students with strong interest in learning languages and their mechanics should also take note of the related major in Linguistics and Languages. The department collaborates with Educational Studies to help students who wish to get teacher certification.

## The Language Requirement

To receive the degree of Bachelor of Arts or Bachelor of Science, candidates must fulfill a foreign language requirement. The foreign language requirement can be fulfilled by:

- a. Successfully studying 3 years or the "block" equivalent of a single foreign language in grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level);
- b. Achieving a score of 600 or better on a standard achievement test of a foreign language;
- c. Passing either the final term of a college-level, yearlong, introductory foreign language course or a semester-long intermediate foreign language course; or
- d. Learning English as a foreign language while remaining demonstrably proficient in another.

If you have fulfilled your language requirement, the department encourages you to use your time at Swarthmore to become truly proficient in that language, or to discover a new one.

Students whose placement recommendation is above the language sequence should consider taking introductory and/or advanced courses, many of which fulfill the College's writing requirement.

## Placement Tests

The Modern Languages and Literatures Department offers placement tests so as to appropriately position students in language classes when they arrive on campus. New students who have previously studied or have fluency in a language offered at Swarthmore should plan to take a placement test either online (Chinese, French, German, Japanese, Russian) or to meet with the section head (Arabic). Upperclass students interested in taking a placement test should contact the Modern Languages & Literatures administrative office, [mll@swarthmore.edu](mailto:mll@swarthmore.edu), Kohlberg 316.

Some placement tests will require a follow up interview and/or written essay. See <https://www.swarthmore.edu/modern-languages-literatures/language-placement-tests> for more information.

Note: Placement Tests are not a substitute for an official standard achievement test of a foreign language (such as the College Board exam or the International Baccalaureate). Therefore, they do not serve as proof of achievement for the purpose of fulfilling the language requirement. These tests are only intended to assist instructors in placing students in the appropriate Swarthmore course.

## Advancement Placement and International Baccalaureate Credit

The department will grant 1 credit for incoming students who achieved a score of 4 or 5 on Advanced Placement Chinese, French, German, Japanese or Russian examinations once they have successfully completed a one-credit course in that language at the College.

The department will grant 1 credit for incoming students who have achieved a score of 6 or 7 in a foreign language on the International Baccalaureate once they have successfully completed a one-credit course in that language at the College.

Students who took an AP or IB exam should consult the department for more information.

Note: Students with French/German AP-IB scores are nonetheless required to take the online placement test.

## Explanatory Note On First-and Second-Year Language Courses

Courses numbered 001-002, 003, and, in some languages also 004, carry 1.5 credits per semester. Four semesters in this sequence are equivalent to two or sometimes more years of work at the college level.

These courses encourage development of communicative proficiency through an interactive task-based approach and provide students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. These courses meet alternately as sections for grammar presentation and small groups for oral practice and may also require work in regular scheduled tutorials or in the Language Resource Center.

Students who start in the 001-002 sequence must complete 002 to receive credit for 001. However, students placing directly in 002 can receive 1.5 semester credits for that course. Please note that students must register for both lecture (T/TH) and drill (M/W/F) sections of the course in the 001-004 sequence.

## Teacher Certification

We offer teacher certification in modern languages (French, German, and Russian) through a program approved by the state of Pennsylvania. For further information about the relevant requirements, please refer to the Educational Studies section of the College Bulletin or see the Educational Studies Department website: [www.swarthmore.edu/educationalstudies.xml](http://www.swarthmore.edu/educationalstudies.xml).

## Off-Campus Study

Students on financial aid may apply that aid to designated programs of study abroad.

Study abroad is particularly encouraged for students of **Arabic**; academic credit (full or partial) is generally approved for participation in programs of varying duration in different Arab countries that are recommended by the Arabic section. These include, but are not limited to, universities and programs in Jordan, Morocco, and Oman.

Study abroad is particularly encouraged for students of **Chinese**; academic credit (full or partial) is generally approved for participation in several programs of varying duration in the People's Republic of China and in Taiwan, recommended by the Chinese section. In the People's Republic these include, but are not limited to, the Inter-University Program (IUP) Program at Tsing-hua University, the Associated Colleges in China (ACC) Program, the CET Program in Harbin and the Middlebury program in Kunming. In Taiwan, these include the International Chinese Language Program (ICLP) and the Mandarin Training Center in Taipei; and the Chinese Language Center, National Cheng Kung University in Tainan.

All **French/Francophone** studies majors are required to complete a preapproved, semester-long study abroad program in a French-speaking country. Minors are strongly encouraged to attend such semester-long programs and should at least attend a preapproved six-week summer program in a francophone country.

Students of **German studies** are strongly encouraged to spend a semester in Germany, Austria or Switzerland. Please see the Modern Languages and Literatures: German Studies for vetted programs in German-speaking countries. Students should consider going abroad in the spring semester. This will enable them to participate fully in the summer semester schedule of German and Austrian Universities that tend to run from April through July. Do some online research first, then make an appointment with the German studies coordinator to go over your options.

Students of **Japanese** are strongly encouraged to participate in study abroad programs. Swarthmore College participates in a regular exchange program with Tokyo University, and the Japanese Section has prepared a carefully selected list of other recommended programs in Kyoto, Nagoya, and elsewhere. Students interested in study abroad should consult with the head of the Japanese Section for more information.

Students in Russian are strongly encouraged to spend at least one summer or semester studying in Russia or in other countries with strong Russophone educational options, such as Lithuania, Kazakhstan, Kyrgyzstan or Ukraine. Consult with faculty in the Russian Section and with the Off Campus Study Office for information about approved programs.

## Modern Languages and Literatures: Arabic

Courses

## Faculty

*KHALED AL-MASRI, Associate Professor, Section Head*  
*BENJAMIN SMITH, Assistant Professor*  
*MANAL AHMED, Lecturer*  
*DIMA HANNA, Lecturer*

*The Arabic program at Swarthmore College offers a minor or special major, as well as an honors minor or honors special major. Arabic coursework can also be used toward the interdisciplinary program in Islamic Studies and programs in anthropology, comparative literature, history, linguistics, religion, sociology, peace and conflict studies, and other fields. Study of Arabic language through the third year and study abroad are particularly recommended for students who want to develop proficiency for research or fieldwork. Interested students are urged to begin studying the language early in their academic careers, to have time to develop a useful level of language proficiency and be prepared to study in an immersive program abroad.*

*First-, second-, and third-year Arabic are offered every year; first-year Arabic has no prerequisites and is open to everyone except native speakers. Native or heritage speakers of Arabic should consult with the Arabic faculty for placement. Courses in literature in translation, culture, and film, when available, are also open to all students. Students of Arabic language are urged to take these courses and others related to the Arab world in Islamic Studies, sociology and anthropology, history, political science, peace and conflict studies, and religion to gain perspective on classical and contemporary Arab culture.*

*Introductory and Intermediate Arabic are intensive courses that carry 1.5 credits per semester. As noted above, study abroad is encouraged for students of Arabic; academic credit (full or partial) is generally approved for participation in programs recommended by the Arabic section. These include, but are not limited to, universities and non-university programs in Jordan, Morocco, and Oman.*

## The Academic Program

*The Arabic Program offers a regular minor and an honors minor in Arabic Studies. Coursework in Arabic can also be part of a special major or a special honors major.*

*Arabic is a central component of Swarthmore's Islamic Studies program, an interdisciplinary program that focuses on the diverse range of lived experiences and textual traditions of Muslims as they are articulated in various countries and regions throughout the world.*

*Arabic is also a valuable addition to programs in Humanities and the Social Sciences and can be part of the major in Linguistics and Languages, through the Linguistics Department.*

## Courses in Arabic Language, Literature, and Culture

*As a Tri-College language program, Arabic is offered at the first- and second-year levels at Swarthmore, Bryn Mawr, and Haverford Colleges. Third-year Arabic language, other advanced language courses, and introductory courses in Arabic literature and culture are offered at Swarthmore. Other courses are available at the University of Pennsylvania and elsewhere in the Philadelphia area.*

## Minor in Arabic Studies

*Students must complete a minimum of 5 credits in courses numbered 004 or above. Of the 5 minimum credits, at least 4 should be achieved in courses taught in Arabic rather than in translation. Students may take one Arabic literature course (1 credit) in translation, or a relevant course from another department, with the approval of the section. Only one course may overlap with a major or a second minor. A minimum of 3 credits should be taken at Swarthmore. Students are strongly encouraged to study abroad in a section-approved program; two credits of pre-approved study abroad transfer credit may be counted toward the minor. Students who wish to do an honors minor in Arabic Studies are encouraged to discuss the requirements with the Arabic section head.*

## Special Major

*Students may arrange to do a special major or an honors special major in Arabic Studies after consultation with the Arabic section head and the department chair. Work abroad will be incorporated when appropriate.*

## Special Major in Linguistics and Languages

*1. Complete three credits numbered above 003*

2. Courses in translation will not count towards fulfillment of the three-credit requirement

## Application Process for the Major

*Applicants for a Special Major in Arabic Studies must consult with the Arabic section head and be approved by the relevant faculty members and the department of Modern Languages and Literatures.*

## International Baccalaureate Credit

*Students presenting IB credit in Arabic language or literature should consult with the faculty in Arabic.*

## Transfer Credit

*The Arabic faculty will assist students in estimating credit for study of Arabic language and related topics abroad. Transfer credit (from study abroad or from courses taken at other institutions in North America) will be evaluated after students return to campus. Students should consult with the faculty in Arabic to estimate credit before studying abroad.*

## Off-Campus Study

*Study abroad is crucial to gaining proficiency in Arabic because it allows immersion and significant cultural exposure. Studying Arabic in an environment where it is widely spoken exposes the student to natural language use outside the classroom. Modern Standard Arabic is the official or co-official language of Algeria, Bahrain, Chad, Comoros, Djibouti, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, the West Bank and Gaza, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, the United Arab Emirates, and Yemen. Large numbers of Arabic speakers also live in Iran, France, and Turkey. Students are urged to consult closely with the faculty in Arabic as well as the Off-Campus Study Office in planning study abroad.*

## Research and Service-Learning Opportunities

*Academic Year Opportunities*

*Some study abroad programs can arrange internships or other kinds of special opportunities for students.*

*Summer Opportunities*

*Like other programs in the Humanities, Arabic welcomes student proposals for guided summer research and will advise students applying for a Humanities Research Fellowship at the College.*

## Life After Swarthmore

*Career possibilities that utilize foreign language skills parallel the opportunities of liberal arts graduates in general, with a strong focus on international or multicultural aspects. Obvious career paths for Arabic Studies Special Majors are the professions in which foreign language is a primary skill, such as language teaching, academia, translation and interpretation, or working with non-governmental organizations (NGOs). But as communication, travel, and business endeavors have expanded in the global marketplace, now even relatively small organizations may need to communicate with partners, clients, or customers in other languages, in the U.S. as well as in other countries.*

## Arabic Courses

### **ARAB 001. Intensive Elementary Modern Standard Arabic**

*Students who start in the ARAB 001-002 sequence must complete 002 to receive credit for 001.*

*The purpose of this course is to develop students' proficiency and communication in modern standard Arabic in the four basic language skills:*

listening, speaking, reading (both oral and for comprehension), and writing. Cultural aspects are built into the course. These courses, as well as subsequent Arabic-language courses, help students to advance rapidly in the language and prepare them for more advanced work in literary Arabic, as well for employment, travel, or study abroad. By the end of this sequence, the majority of students are expected to reach a level of intermediate low, according to the ACTFL proficiency rating.

Humanities.

1.5 credits.

Fall 2021. Hanna, Ahmed.

Fall 2022. Hanna, Ahmed.

Fall 2023. Hanna, Ahmed.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 002. Intensive Elementary Modern Standard Arabic**

Students who start in the ARAB 001-002 sequence must complete 002 to receive credit for 001.

The purpose of this course is to develop students' proficiency and communication in modern standard Arabic in the four basic language skills: listening, speaking, reading (both oral and for comprehension), and writing. Cultural aspects are built into the course. These courses, as well as subsequent Arabic-language courses, help students to advance rapidly in the language and prepare them for more advanced work in literary Arabic, as well for employment, travel, or study abroad. By the end of this sequence, the majority of students are expected to reach a level of intermediate low, according to the ACTFL proficiency rating.

Humanities.

1.5 credits.

Spring 2022. Smith, Ahmed.

Spring 2023. Hanna, Ahmed.

Spring 2024. Hanna, Ahmed.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 003. Intermediate Modern Standard Arabic I**

This course builds on skills in comprehension, listening, reading, writing, and speaking developed at earlier levels. Students will gain increased vocabulary and understanding of more complex grammatical structures. They will begin to approach prose, fiction, and non-fiction written in the language. Students will also increase their proficiency in the Arabic script and sound system, and widen their cultural and historic knowledge of the Arab World and the modern Middle East.

Humanities.

1.5 credits.

Fall 2021. Smith, Ahmed.

Fall 2022. Hanna, Ahmed.

Fall 2023. Hanna, Ahmed.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 004. Intermediate Modern Standard Arabic II**

This course is a continuation of ARAB 003. Because the material covered in this course relies heavily on the previous course, students are expected to review and be familiar with the previous work in ARAB 001, ARAB 002 and ARAB 003.

Prerequisite: ARAB 003 or equivalent or permission of the department.

Humanities.

1.5 credits.

Eligible for ISLM

Spring 2022. Hanna, Ahmed.

Spring 2023. Hanna, Ahmed.

Spring 2024. Hanna, Ahmed.

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

## **ARAB 011. Advanced Arabic I**

*This course will: (1) conduct a quick review of the basic structures, grammar, and vocabulary learned in earlier courses, (2) introduce new vocabulary in a variety of contexts with strong cultural content, (3) drill students in the more advanced grammatical structures of MSA, and (4) train students to comprehend a variety of MSA authentic reading passages of various genres from Intermediate to Intermediate High on the ACTFL scale.*

*Prerequisite: Successful completion of ARAB 004 and permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Fall 2021. Al-Masri.*

*Fall 2022. Al-Masri.*

*Fall 2023. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 011A. Arabic Conversation**

*A conversation course concentrating on the development of intermediate skills in speaking and listening through the use of texts and multimedia materials in Modern Standard Arabic. The aim of this course is for the student to acquire well-rounded communication skills and socio-cultural competence. The selected materials seek to stimulate students' curiosity with the goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments for discussion in class. Moreover, students will write out skits or reports for oral presentation in Arabic before they present them in class. This class is conducted entirely in Arabic.*

*Prerequisite: ARAB 011 (may be taken concurrently) or the equivalent*

*0.5 credit.*

*Eligible for ISLM*

*Fall 2021. Ahmed.*

*Fall 2022. Ahmed.*

*Fall 2023. Ahmed.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 012. Advanced Arabic II**

*This course is a continuation of ARAB 011 and all previous course in the sequence. This course will begin with a quick review of advanced grammatical structures and vocabulary. Students will continue to encounter a wide range of authentic texts and audiovisual materials to enhance their competency in reading, writing, listening, and speaking, with a special emphasis on vocabulary building.*

*Prerequisite: Successful completion of ARAB 011 and permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Spring 2022. Hanna.*

*Spring 2023. Al-Masri.*

*Spring 2024. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 012A. Advanced Arabic Conversation**

*A conversation course concentrating on the development of intermediate skills in speaking and listening through the use of texts and multimedia materials in Modern Standard Arabic. The aim of this course is for the student to acquire well-rounded communication skills and socio-cultural competence. The selected materials seek to stimulate students' curiosity with the goal of awakening a strong desire to express themselves in the language. Students are required to read chosen texts (including Internet materials) and prepare assignments for discussion in class. This class is conducted entirely in Arabic.*

*Prerequisite: ARAB 012 (may be taken concurrently) or the equivalent*

*0.5 credit.*

*Eligible for ISLM*

*Spring 2022. Ahmed.*

*Spring 2023. Ahmed.*

*Spring 2024. Hanna.*



Catalog chapter: *Modern Languages and Literatures: Arabic*  
Department website: <http://www.swarthmore.edu/arabic>

### **ARAB 013. Levantine Arabic**

*The aim of this course is to introduce, develop, and cultivate Levantine Arabic (LA) speaking, listening, and reading skills. Emphasis is placed on the similarities and differences in spoken Arabic used in everyday situations by Jordanian, Syrian, Lebanese, and Palestinian speakers. Students will learn the phonological and syntactic rules of LA and acquire knowledge of the social and cultural elements embedded within LA, as well as the contexts in which it is used. Students will be exposed to textual and audiovisual materials predominantly in LA.*

*Prerequisite: Two years of Modern Standard Arabic (MSA) or equivalent. Those who have completed one year of MSA and wish to enroll in this course are encouraged to consult with the Arabic Program.*

*Humanities.*

*1 credit.*

*Eligible for ISLM.*

*Fall 2021. Hanna.*

*Fall 2023. Hanna.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <https://www.swarthmore.edu/arabic>

### **ARAB 021. Topics in Modern Arab Literature**

*This course surveys the major writers, trends, themes, and experiences in Arabic literature from the 19th century to the present. Beginning with the nahda (the Arab renaissance), we will explore the impact of intellectual debates and developments on the emergence of modern Arabic literature. Through the study of a variety of different texts and authors, from a range of geographies and periods, we will investigate diverse literary and cultural narratives. Common themes, such as the negotiation of modernity and tradition, social and political transformation, and the changing role of women, will provide a structure for comparison. This course is taught in Arabic.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Fall 2021. Al-Masri.*

*Fall 2022. Al-Masri.*

*Fall 2023. Al-Masri.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

### **ARAB 022. Discourses of Oppression in Contemporary Arabic Fiction**

*Designed to meet the needs of students who have completed ARAB 021: Introduction to Modern Arabic Literature, this course provides an in-depth look at major fictional representations of the institutionalized and non-institutionalized sites and structures of oppression explored by Arab writers. Subtle and overt forms of political oppression are investigated, as well as experiences of hegemony related to gender, sexuality, class, religion, and ethnicity. This course also examines the ways in which oppression is rethought, restructured, and challenged in Arabic fiction, leading to new understandings and possibilities in reality. This course is conducted entirely in Arabic.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GLBL-Paired*

*Spring 2022. Al-Masri.*

*Spring 2023. Al-Masri.*

*Spring 2024. Al-Masri.*

Catalog chapter: *Modern Languages and Literatures: Arabic*

Department website: <http://www.swarthmore.edu/arabic>

### **ARAB 041. Self and Nation in Mahmoud Darwish's Poetry and Prose**

*As one of the greatest, most distinct voices in Arabic literature, Mahmoud Darwish has played a significant role in shaping Palestinian national identity politics and cultural imaginations, while also offering thoughtful reflections on the human condition more broadly. This course explores how Darwish's poetry and prose articulate themes like homeland, exile, displacement, dispossession, loss, love, nostalgia, death, and grief. Our examinations of his prominent texts serve as a gateway to understanding the story of Palestine and to analyzing the tensions between individual and national identity, history and mythology, memory and forgetfulness, and peace and conflict. Additionally, the course pays special attention to*

*Darwish's literary innovations and the stylistic features of his work, which grant him a central spot on the vast Arabic literary map. This course is conducted entirely in Arabic. Advanced knowledge of Arabic is required to successfully complete this course.*

*Humanities.*

*1 credit.*

*Eligible for ISLM.*

*Spring 2022. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <https://www.swarthmore.edu/arabic>*

### **ARAB 093. Directed Reading**

*1 credit.*

*Spring 2022. Al-Masri.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

### **ARAB 095. Arabic Literature: Society and Scandal**

*Cross-listed as LITR 095A*

*Societal scandals and controversies surrounding Arabic literary works have arisen across the Middle East and North Africa throughout the 20th and 21st centuries. The free expression fostered in the literary field frequently confronts the realities of state censors and other forces in society, such as political ideologies or religious orthodoxies. In this course we aim to contextualize and study these scandals and controversies by closely analyzing the literary works at their source, as well as the debates and transgressive acts they elicited. From intentional omissions in translation, to debates surrounding the portrayal of homosexual characters, to assassination attempts on authors' lives, this course will focus on a number of important inflection points across the Middle East and North Africa in the 20th and 21st centuries. We will study works by authors from Morocco to Saudi Arabia, including Taha Hussein, Naguib Mahfouz, Mohamed Choukri, Nawal El Saadawi, Saud Alsanousi, Alaa Al Aswani, Rashid al-Daif, Rajaa al-Sanea, amongst others. This course will be conducted in English, using texts translated from Arabic.*

*Prerequisite: This course is open to all students, no prerequisites are required.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Smith.*

*Fall 2023. Smith.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <https://www.swarthmore.edu/arabic>*

## **Courses Not Currently Being Offered**

### **ARAB 023. Identity and Culture in Arab Cinema**

*This course offers an in-depth study of the cultural politics and poetics of Arab Cinema. Students will analyze and critique films produced in the 20th and 21st centuries from a variety of different periods, styles, and genres. Through these films, the course will explore topics such as colonialism; ethnic, religious, and national identities; civil conflicts; oppression and censorship; gender and sexuality; poverty; and the rural and the urban. Students will read critical essays and book chapters on the screened films and related themes. This course is conducted entirely in Arabic. Advanced knowledge of Arabic is required to successfully complete this course.*

*Prerequisite: Three years of Arabic or the equivalent.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GLBL - Paired*

*Spring 2024. Smith.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <https://www.swarthmore.edu/arabic>*

### **ARAB 025. War in Arab Literature and Cinema**

*(Cross-listed as LITR 025A)*

*This course will explore literary and cinematic representations of war in the Arab world, focusing on the Arab-Israeli Conflict, the Lebanese Civil War, and the Iraq wars. We will look at poetry, fiction, memoir, prison narratives, film, and experimental texts. Through the examination of a variety of experiences, genres, and perspectives, we will ask questions like: How do narratives of war contribute to the formation of national, local, and Arab identities? How has the experience of war impacted understandings of religion, masculinity, gender, and domestic violence? We will identify common themes and images and investigate how these patterns change and develop in different spatial and temporal contexts.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, PEAC*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 029. Arabs Write the West**

*(Cross-listed as LITR 029A)*

*Drawing on historical, fictional, and autobiographical narratives, this course investigates Arab representations of the Occident. These texts explore cultural encounters, both at home and abroad, border crossings, hybridity, experiences of colonialism and neocolonialism, the psychology of Orientalism and Occidentalism, processes of assimilation and resistance, and the question of contact zones. Differences in geography, period, context, and positionality will provide a variety of perspectives on the theme. Works by Abd Al-Rahman Al-Jabarti, Rifa'a Al-Tahtawi, Yahya Haqqi, Sulaiman Fayyad, Tayyib Salih, Leila Ahmed, and Fadia Faqir will be discussed. This course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 030. Writing America in Arabic**

*This course will explore how Arab writers have fictionalized and narrated their experiences in America since the first major wave of Arab immigration to the United States in the late 19<sup>th</sup> century until the present day. Readings will be primarily drawn from literary texts, such as excerpts from novels, short stories, and poetry, but also include autobiographical and editorial pieces. Debates concerning minority status, women's rights, individual and community identification, tradition versus assimilation, Orientalist and Occidentalist stereotyping, and political engagement will animate our discussions. Works by Afifa Karam, Abd al-Masih Haddad, Yusuf Idris, Radwa Ashour, Sunallah Ibrahim, Miral al-Tahawi, Alaa al-Aswani, and others, will be studied. This course is conducted entirely in Arabic.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, PEAC*

*Fall 2023. Smith.*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## **ARAB 045. Contemporary Thought in the Arab World**

*(Cross-listed as LITR 045A)*

*This survey course will trace some of the main themes, problems and issues that have been debated among Arab thinkers and intellectuals since the latter part of the 19th century. The course will start with the 19th century but emphasize discussions following the military defeat of 1967 and the ensuing cultural and political crisis. Discussions related to "turath" (heritage), the different strategies of its reading and interpretation, and the possibilities of using these readings to confront contemporary challenges will be the center of attention of the course. Readings will comprise three types of texts: those providing historical and social background, translations by the different thinkers under discussion, and articles and essays that interpret and critique these thinkers.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

# Modern Languages and Literatures: Chinese

*Courses*

## Faculty

**WOL A KANG, Senior Lecturer**  
**HAILI KONG, Professor and Section Head**  
**CLAIRE LI, Visiting Assistant Professor**  
**BENJAMIN RIDGWAY, Assistant Professor**  
**KIRSTEN E. SPEIDEL, Senior Lecturer**  
**CAIJU WEN, Lecturer**

## The Academic Program

*Students may major or minor in Chinese in both the Course and Honors Programs. The Chinese major contains components of language, literature and culture. Study abroad is strongly encouraged and supported, and contributes directly to a major or minor in Chinese. Students of Chinese also may choose a special major in interdisciplinary Chinese studies (see below), or a major in Asian studies (see under Asian Studies), where Chinese language courses above the first-year level as well as Chinese literature and culture courses and credit for study abroad normally may be counted toward the major.*

*Students interested in majoring or minoring in Chinese should consult with the section head of Chinese as soon as possible.*

*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 two millennia, from early times into the contemporary. Seminars welcome students not majoring or minoring in Chinese, with permission of the instructor.*

*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.*

## Course Major in Chinese

- 1. A minimum of nine credits in courses numbered 003 and above.*
- 2. Mandatory completion of the following courses: 020, 021, 033 or equivalent; at least one course or seminar on modern Chinese literature/film in translation, and at least one course or seminar on pre-modern 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. A minimum of six credits of work must be completed at Swarthmore.*
- 5. A culminating exercise, honors seminar, or thesis.*
- 6. Senior Colloquium.*

## Course Minor in Chinese

- 1. A minimum of five credits of work in courses numbered 004 and above.*
- 2. At least two credits in Chinese language courses numbered 004 and above.*
- 3. At least two credits in classical or modern literature/culture/film.*
- 4. A minimum of three credits of work must be completed at Swarthmore.*
- 5. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the minor.*
- 6. Senior Colloquium.*

## Honors Major in Chinese

*The Honors Major in Chinese Studies consists of a minimum of ten (10) credits (including four honors preparations). The four preparations in an Honors Program must be drawn from at least two different disciplines. 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 seminar; designated pairs of courses (or 1-credit attachment to designated 1-credit course); 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 one 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 essentially are 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.*

*A Chinese Studies Honors Major need not declare a minor in another field. However, a student may designate one of his or her preparations as an Honors Minor. In that case, the student must fulfill all the requirements set by the relevant department or program for the Honors Minor. 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 003 and higher.*
- 2. Must complete the following courses: 012/012A or higher; at least three additional courses on language/literature/culture/film, at least one of these concerning the modern period and at least one concerning the pre-modern period.*
- 3. Study abroad in a program approved by the section is strongly recommended; transferred credits normally may be counted toward the major.*
- 4. A minimum of six credits must be completed at Swarthmore.*
- 5. At least one and up to three credits can be earned from other departments on China-related subjects, such as linguistics, sociology, history, economics, political sciences, environmental studies, art history, etc., with the approval of the Chinese section.*
- 6. A culminating exercise, honors seminar or thesis to complete the degree requirements.*
- 7. Senior Colloquium.*

## Special Major in Linguistics and Languages

- 1. Complete three credits numbered above 004*
- 2. One of the three credits must be Chinese 033 (classical Chinese)*

## Off-Campus Study

*Study abroad is particularly encouraged for students of Chinese; academic credit (full or partial) is generally approved for participation in several recommended programs of varying duration in the People's Republic of China and in Taiwan. In the People's Republic, these include, but are not limited to, the Inter-University Program (IUP) Program at Tsing-hua University, the Princeton in Beijing Program (PIB), the Associated Colleges in China (ACC) Program, the CET Program in Harbin, and the Middlebury program in Kunming. In Taiwan, these include the International Chinese Language Program (ICLP) and the Mandarin Training Center in Taipei; and the Chinese Language Center, National Cheng Kung University in Tainan.*

## Chinese Courses

### **CHIN 001. Introduction to Mandarin Chinese**

*Students who start in the CHIN 001-002 sequence must complete 002 to receive credit for 001.*

*An intensive introduction to spoken and written Mandarin Chinese, with emphasis on oral Chinese 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.*

*Humanities.*

*1.5 credits.*

*Fall 2021. Kang, Speidel.*

*Fall 2022. Kang, Speidel.*

*Fall 2023. Kang, Speidel.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 002. Introduction to Mandarin Chinese**

*Students who start in the CHIN 001-002 sequence must complete 002 to receive credit for 001.*

*An intensive introduction to spoken and written Mandarin Chinese, with emphasis on oral Chinese 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.*

*Humanities.*

*1.5 credits.*

*Spring 2022. Kang, Speidel.*

*Spring 2023. Kang, Speidel.*

*Spring 2024. Kang, Speidel.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 003. Second-Year Mandarin Chinese**

*Designed for students who have mastered basic grammar and 350 to 400 characters. Combines intensive oral practice with writing and reading in the modern language. Emphasis is on rapid expansion of vocabulary, idiomatic expressions, and thorough understanding of grammatical patterns. Prepares students for advanced study at the College and in China.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Fall 2021. Li, Wen.*

*Fall 2022. Li, Wen.*

*Fall 2023. Li, Staff.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 004. Second-Year Mandarin Chinese**

*Designed for students who have mastered basic grammar and 350 to 400 characters. Combines intensive oral practice with writing and reading in the modern language. Emphasis is on rapid expansion of vocabulary, idiomatic expressions, and thorough understanding of grammatical patterns. Prepares students for advanced study at the College and in China.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Spring 2022. Li, Wen.*

*Spring 2023. Li, Wen.*

*Spring 2024. Li, Wen.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 005. Chinese for Advanced Beginners I**

*Designed for students of Chinese heritage who are able to communicate in Chinese on simple daily life topics and perhaps read Chinese with a limited vocabulary (about 100 characters). An intensive introduction to spoken and written Mandarin Chinese, with emphasis on the development of reading and writing ability. Prepares students for advanced studies at the College and in China.*

*Prerequisite: Permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 006. Chinese for Advanced Beginners II**

*Designed for students of Chinese heritage who are able to communicate in Chinese with a command of basic grammar and a vocabulary (about 800 characters). An intensive introduction at the intermediate level to Mandarin Chinese, with emphasis on the development of reading and writing ability. Prepares students for advanced studies at the College and in China.*

*Prerequisite: CHIN 005 or CHIN 002 or equivalent language skills.*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 007. Chinese/Japanese Calligraphy**

*(Cross-listed as JPNS 007)*

*Calligraphy is the art of beautiful handwriting. This course will introduce students to the importance of calligraphy in East Asian Culture. In addition to being a valuable cultural skill, calligraphy is also a process of self-cultivation and self-expression, which reflects the mind-set of the writer. Thus, students will have the opportunity to learn Chinese/Japanese characters not only as linguistic symbols but also as cultural emblems and as an art form. Course objectives include learning to appreciate the beauty of Chinese/Japanese calligraphy, experiencing calligraphy by writing with a brush and ink, and studying various philosophies of calligraphy. In addition to learning several different calligraphic scripts, students will be introduced to the origin, evolution, and aesthetic principles of the Chinese and Japanese writing systems, as well as calligraphy's close connections with painting and poetry. Persistent hands-on practice will be required of all students; course work will include in-class practice, individual/group instruction, reading assignments, and take-home assignments. This class is open to all students and has no language requirement. Due to the course's practicum component, enrollment will be limited by lottery to 10 students.*

*The course can be repeated for credit.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 008. First-Year Seminar: Literary and Cinematic Presentation of Modern China**

*(Cross-listed as LITR 008CH)*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## **CHIN 011. Third-Year Chinese**

*Concentrates on strengthening and further developing skills in reading, speaking, and writing modern Chinese, through a diversity of materials and media.*

*Classes are conducted in Chinese, with precise translation also a component.*

*Prerequisite: CHIN 004 or equivalent language skills.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2021. Ridgway.*

*Fall 2022. Ridgway.*

*Fall 2023. Staff.*

Catalog chapter: *Modern Languages and Literatures: Chinese*  
Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 011A. Third-Year Chinese Conversation**

*This course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including selected movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class. The class is conducted entirely in Chinese.*

*Prerequisite: CHIN 004 or equivalent language skills.*

*0.5 credit.*

*Eligible for ASIA*

*Fall 2021. Wen.*

*Fall 2022. Wen.*

*Fall 2023. Wen.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Li.*

*Spring 2023. Li.*

*Spring 2024. Li.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 012A. Advanced Chinese Conversation**

*This 0.5-credit course meets once a week for 75 minutes and concentrates on the further development of skills in speaking and listening through multimedia materials (including movies and clips). Students are required to read chosen texts (including Internet materials and short stories) and prepare assignments for the purpose of generating discussion in class. Moreover, students will write out skits or reports for oral presentation in Chinese before they present them in class. The class is conducted entirely in Chinese.*

*Prerequisite: CHIN 011 and/or CHIN 011A or equivalent language skills.*

*0.5 credit.*

*Eligible for ASIA*

*Spring 2022. Wen.*

*Spring 2023. Wen.*

*Spring 2024. Wen.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 015. Intro to East Asian Humanities**

*(Cross-listed as ASIA 015, LITR 015CH)*

*This course is a survey of East Asian literatures and cultural histories from antiquity to around 1800. The primary purpose is to provide students with a basic literacy in East Asian cultures and literatures with substantive emphasis on topics common across East Asia, such as the classical traditions and cosmology, the Chinese script, Buddhism, the civil service examination, folklore, theater, literature, and medicine. This course is a colloquium designed to meet the needs of students just beginning their study of China, Japan and Korea, who would like to explore the region broadly; and those who have already done substantial study of China or Japan and welcome the chance to situate it within the larger context of traditional East Asia. This course will provide students with information and approaches to analyze primary sources in translation through assigned postings and short writing assignments.*

*Humanities.*



*1 credit.*

*Eligible for GBLB-Paired*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Fall 2021. Kong.*

*Fall 2022. Kong.*

*Fall 2023. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 020A. Chinese Business Conversation**

*Humanities.*

*.5 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/Chinese>*

### **CHIN 021. Reading and Writing in Modern Chinese**

*Reading and examination of individual authors, selected themes, genres, and periods, for students with strong Chinese-language proficiency. All readings, writings, and discussions are in Chinese.*

*Prerequisite: CHIN 020 or its equivalent.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Kong.*

*Spring 2023. Kong.*

*Spring 2024. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 021A. Business Conversation in Chinese**

*This course is aimed to enhance students' language skills in a business context and to promote their understanding about business environment and culture in contemporary China. The text is developed from real business cases from real multinational companies that have successfully embarked on the Chinese market. Class will be conducted in Chinese. In addition to the course textbook, students will learn to read business news in Chinese selected from various sources including Wall Street Journal.*

*Prerequisite: CHIN 012*

*CHIN 012A*

*Equivalent language skills.*

*Humanities.*

*.5 credit.*

*Spring 2022. Wen.*

*Spring 2023. Wen.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **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. All texts are in English translation, and the class is conducted in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 024. History of Chinese Literature: Fiction and Drama**

*(Cross-listed as LITR 024CH)*

*This course surveys major narrative and genres, forms and works from the Yuan dynasty (1271-1368) through the early twentieth century with an emphasis on fiction and drama. Readings consist of both primary texts in English translation and secondary critical works. Issues to be emphasized include print history and format (including illustration), performance context, the relationship between oral and written, vernacular and classical storytelling, the invention of Chinese literary history as a discipline in the Republican period.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/chinese>*

### **CHIN 027. Nature and the Non-Human in Classical Chinese Tales of the Strange**

*(Cross-listed as LITR 027CH)*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA, CPLT*

*Spring 2022. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **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 millennia until earlier this century. Complemented with readings in English about Chinese characters and classical Chinese, this course imparts the principal structures of the classical language through an analytical presentation of the rudiments of the language and close reading of original texts. It is not a lecture course and requires active, regular participation on the part of the student, with precise translation into English an integral component. The course is conducted in English. The course is open to all interested students and has no prerequisites; no previous preparation in Chinese is required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, MDST*

*Spring 2022. Ridgway.*

*Spring 2023. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 034. Appreciation of Tang-Song Poetry in Chinese**

*This course will lead students to learn how to read, comprehend, and analyze classical Chinese poetry from the Tang (618-907) and Song (960-1279) dynasties in its original language. Our goals will be to discuss and write about some of the landmark works of classical Chinese literature in modern Chinese and to become familiar with English language scholarship on major themes in middle-period literary history. We will explore two key genres of poetry (shi poetry and ci or song lyrics) and the major writers who have had an enduring impact on the Chinese cultural tradition. Students will learn how to read closely and intensively and how to analyze each work in terms of its formal conventions, its cultural and historical context, and its relation to other forms or to other individual pieces. Regular assignments include short papers and presentations in modern Mandarin about classical Chinese poetry, translations of classical Chinese into English, and a final presentation/paper that synthesizes knowledge of a classical Chinese genre, poet, or theme with the English/Chinese language scholarship on that topic.*

*Prerequisite: Four years of Chinese or the equivalent.*

*Humanities.*

*1 credit.*

*Fall 2022. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/chinese>*

### **CHIN 036. Women's Literature in Premodern China**

*(Cross-listed as LITR 036CH)*

*Contrary to our stereotypes about the silent, invisible woman of premodern China, women actually wrote and published their work in unprecedented numbers from the late 16th century to the early 20th century. This course will explore the literary and historical significance of this output, which mainly took the form of poetry and prefaces to poetry collections, letters, some drama, and novels in verse, and which was produced primarily by gentry women (e.g. women from elite families), courtesans, and nuns. A central theme will be the place and problem of women's poetry in a male-dominated literary tradition and society. Topics to be addressed include the social function of poetry and women's literary networks, women's relationship to the publishing market as writers, editors, and readers, the forces driving male interest in women's writing at certain historical moments, and the changing ideas about what kinds of styles of past poets should be offered to boudoir poets as a repertoire of available choices to read and imitate.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GSST*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 037. Text and Image: Classical Chinese Poetry and Painting**

*(Cross-listed as LITR 037CH)*

*Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course we will examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, we will see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, we then apply our knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. We will explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war.*

*Humanities.*

*1 credit.*

*Eligible for MDST, ASIA*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://www.swarthmore.edu/chinese>*

### **CHIN 055. Contemporary Chinese Cinema: The New Waves (1984-2005)**

*(Cross-listed as LITR 055CH, FMST 055)*

*Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization. All films are English subtitled, and the class is conducted in English.*

*Humanities.*

1 credit.

Eligible for ASIA, CPLT

Fall 2021. Kong.

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

## **CHIN 086. Chinese Food Culture and Farming: Traditions and Transitions**

(Cross-listed as LITR 086CG, ENVS 052)

While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:

- From food security to food safety - the ecological turn in China's agriculture
- Organic farming in China - challenges and successes of state and private organic farm initiatives
- Ministry plans and China's new farmers
- Regional food traditions
- The role of restaurants in Chinese culture

Recommended: some knowledge of Chinese culture or language

Prerequisite: The course has no prerequisite; some knowledge of Chinese culture or language is preferred but not required.

Humanities

1 credit.

Eligible for ASIA, ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <https://www.swarthmore.edu/chinese>

## **CHIN 086A. Attachment: Chinese Food Culture and Farming: Traditions and Transitions**

Attachment course for students reading in Chinese enrolled in CHIN 086.

Humanities.

0.5 credit.

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <https://www.swarthmore.edu/chinese>

## **CHIN 087. Water Policies, Water Issues: China/Taiwan and the U.S.**

(Cross-listed as POLS 087, ENVS 037)

Access to fresh water is an acute issue for the 21<sup>st</sup> century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. What role do governments, transnational organizations, corporations, NGOs and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.

Humanities.

1 credit.

Eligible for ASIA, ENVS

Catalog chapter: Modern Languages and Literatures: Chinese

Department website: <http://www.swarthmore.edu/chinese>

## **CHIN 087A. Attachment: Policies and Issues of Fresh Water Resources in China/Taiwan**

*(Cross-listed as ENV5 037A)*

*This is an attachment to CHIN 087. Students who complete the course have the option of adding a 0.5 credit field work component. Field work will be conducted in China under the supervision of Professor Nackenoff and another faculty member, and will include specific Chinese language training in vocabulary used in the field of environmental studies.*

*Humanities.*

*0.5 credit.*

*Eligible for ASIA, ENV5*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 088. Governance and Environmental Issues in China**

*(Cross-listed as POLS 088A)*

*This course examines China's environmental challenges and the range of governmental policies and institutions that have an impact on those challenges. Topics include air pollution, food supply, energy consumption, urbanization, and environmental activism. Special attention will be given to the transformation of Beijing and other major cities, to China's policy-making process, and the role of environmental NGOs and global institutions in shaping domestic policy outcomes. Literary works (Chinese novels and short stories) and feature films/documentary films reflecting environmental issues will be combined with readings from social science and environmental science to provide an interdisciplinary perspective*

*All required readings/screenings are in English or English translation/subtitled. Chinese language ability is preferred, but not required.*

*Humanities.*

*1 credit.*

*Eligible for ENV5*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 088A. Attachment: Governance and Environmental Issues in China**

*(Cross-listed as POLS 088A)*

*This is an attachment to CHIN 088. Students who complete the course have the option of adding a 0.5 credit field work component. Field work will be conducted in China under the supervision of Professors Kong and White, and will include specific Chinese language training in vocabulary used in the field of environmental studies.*

*Humanities.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 089. Tea in China: Cultural and Environmental Perspectives.**

*Tea is a longstanding and vital constituent of Chinese culture, and also has had a marked and pervasive presence in other parts of the world.*

*This course will focus on "Tea in China" through three major aspects: the cultural, social, and historical; tea cultivation and the natural environment; and the economies of tea. Literary writings and films will be combined with other relevant readings and audio-visual materials for the class. Tea experts and professionals will offer guest lectures to enhance our understanding of tea from bio-ecological and botanical perspectives. As a component of this interdisciplinary cultural course, students will have the chance to participate in "sipping culture," and will taste major kinds of tea from Mainland China and Taiwan during the semester.*

*All required readings/screenings are in English or English translation/subtitled. Chinese language ability will be an asset, but it is not required.*

*Humanities.*

*1 credit.*

*Eligible for ENV5*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 089A. Attachment: Tea in China: Cultural and Environmental Perspectives**

*This is an attachment to CHIN 089. Students who complete the course have the option of adding a 0.5 credit field work component. Field work will be conducted in China under the supervision of Professors Kong and Berkowitz, and will include specific Chinese language training in vocabulary used in the field of environmental studies.*

*Humanities.*

0.5 credit.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 090. Practicum in Bridging Swarthmore and Local Chinese Communities**

*This is a service-learning course. Students are required to provide community service to our neighboring immigrant community-Philadelphia's Chinatown-through an internship with a NPO in order to gain a deeper understanding of the Asian American diaspora and their social issues in the context of contemporary global migration. Besides the mandatory community-based service (a minimum of 3 hours per week, excluding transportation time), students will also read academic literature, keep an internship journal and write reflection papers to integrate their learning experience both inside and outside the classroom. The outcome project for this course is to build a digital archive to document the community, individual immigrants and residents, social activities and changes around Philadelphia's Chinatown. The working language in the local NPO office is English, but knowledge of Mandarin or regional dialects is a plus for working with the Chinese American community.*

*Graded CR/NC.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 091. Special Topics in English**

*(Cross-listed as LITR 091CH)*

*Special Topics*

*Fall 2022 Topic: Representing Colonial Taiwan: Public Space in Print*

*Fall 2023 Topic: Movement and Migration*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT, PEAC*

*Fall 2021. Li.*

*Fall 2022. Li.*

*Fall 2023. Li.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 093. Directed Reading**

0.5 credit.

Fall 2021. Li.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 096. Thesis**

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 099. Senior Colloquium**

0.5 - 1 credit.

*Eligible for ASIA*

*Spring 2022. Kong.*

*Spring 2023. Li.*

*Spring 2024. Li.*

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

## Seminars

### **CHIN 103. Lu Xun and His Legacy in 20th- Century China**

*This seminar is focused on topics concerning modernity, political/social change, gender, and morality through close examination of intellectuals' responses to the chaotic era reflected in their literature writings in 20th-century China. Literary forms, styles, and changing aesthetic principles are also included for discussion. Literary texts, chosen from Lu Xun to Gao Xingjian, will be analyzed in a social and historical context. All texts are in English translation, and the seminar is conducted in English.*

*Humanities.*

*2 credits.*

*Eligible for ASIA*

*Spring 2023. Kong.*

*Spring 2024. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 105. Chinese Theater Seminar**

*This seminar introduces history of Chinese theater from its emergence as a full-fledged art form in the 10th-11th centuries (the Northern Song) up through its incorporation into modern urban life and nationalist discourse in the first decades of the 20th century (the Republican period). In addition to reading selections from masterpieces of Chinese dramatic literature, we will pay particular attention to the different types of venues, occasions, and performance practices at different moments in time. A central theme will be the cultural meaning associated with acting. All texts to be read in English translation, but students with reading knowledge of Chinese are encouraged to read items in the original. (\*At least one special workshop training students in traditional performing art will be arranged.)*

*Humanities.*

*2 credits.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 108. The Remaking of Cinematic China: Zhang Yimou, Wong Kar-wai, and Ang Lee**

*The seminar focuses on three leading filmmakers, Zhang Yimou, Wong Kar-wai, and Ang Lee, and their cinematic products, which have not only won international praises but also fundamentally reconstructed the national/regional cinemas and tremendously challenged the international film industry. Through Zhang's magic lens, Wong's avant-garde imagination, and Lee's transnational vision, their bold cinematic reconfigurations have been speeding up the transformation of Chinese cinema, and at the same time China itself has been represented in a new light on the world stage. The seminar will explore their impact on the formation of the new wave of Chinese-language films after the mid-1980s and its recent new developments. More importantly, we will cultivate our critical thinking skills and research abilities; and train our eyes to be able to read cinematic messages and decode cinematographic patterns.*

*All discussions will be conducted in English, and all films have English subtitles and readings are in English. Knowledge of China and basic film theory are preferred, but not required.*

*Humanities.*

*2 credits.*

*Eligible for ASIA, FMST.*

*Fall 2022. Kong.*

*Fall 2023. Kong.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

### **CHIN 137. Senior Seminar: Love & Illusion in Dream of the Red Chamber**

*Humanities.*

*1 credit.*

*Spring 2023. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <https://swarthmore.edu/chinese>*

### **CHIN 199. Senior Honors Study**

0.5

Spring 2022. Kong.

Spring 2023. Kong, Ridgway.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

## Chinese Courses Not Currently Offered

### **CHIN 008. First-Year Seminar: Literary and Cinematic Presentation of Modern China**

*(Cross-listed as LITR 008CH)*

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **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.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 025. Contemporary Chinese Fiction: Mirror of Social Change (1949-2005)**

*(Cross-listed as LITR 025CH)*

*The purpose of this course is to introduce to students some fundamental questions underlying contemporary Chinese history through examining literary narratives created from Mainland, Taiwan, and Hong Kong since 1949, mainly those written between the mid-1980s and the 1990s. The selected stories and novels, the most representative and provocative, articulate the historical specificity of ideological dilemma and cultural dynamics, in the imaginary process of dealing with love, politics, sex, morality, economic reform, and feminist issues. Through our textual analysis and discussion, the students will have a better understanding of contemporary Chinese society as well as new developments in literature. All lectures and discussions will be conducted in English, and all readings are in English translation, and no previous preparation in Chinese is required.*

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **CHIN 056. History of Chinese Cinema (1905- 2005)**

*(Cross-listed as LITR 055CH)*

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

### **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)*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Chinese*

*Department website: <http://www.swarthmore.edu/chinese>*

## Modern Languages and Literatures: French and Francophone Studies

*Courses*

### Faculty

*JEAN-VINCENT BLANCHARD, Professor*

*ALEXANDRA GUEYDAN-TUREK, Associate Professor<sup>2</sup>*

*MICHELINE RICE-MAXIMIN, Associate Professor*

*CARINA YERVASI, Associate Professor and Section Head*

*ANNE-SOPHIE JUBIN, Lecturer*

*ARNAUD COURGEY, Visiting Lecturer*

<sup>2</sup> Absent on leave, spring 2021.

*In French and Francophone Studies, you will learn French and acquire global competence in the Francophone world. You are introduced to modern France and a variety of French-speaking countries such as Algeria, Belgium, Haiti, and Senegal. You can develop an in-depth critical and comparative understanding of the textual, filmic, and cultural productions of each of these regions. Our courses also pay careful attention to the major historical, social, and political developments that have shaped France, and its former colonies, thus providing an opportunity to understand the forces underlying these various cultures, literatures, and films. You will also expand your knowledge of the diversity of French-speaking countries. In our program, you can explore interests as diverse as critical theory, film studies, gender studies, postcolonial studies, or the Islamic world, and work directly with primary sources in their original language.*

### The Academic Program

*French and Francophone Studies is offered as a major or minor in the Course Program and as a major or minor in Honors. The prerequisite to take upper-level courses (numbered 20 and higher) for both course and honors students is FREN 014 or FREN 015, the equivalent, or evidence of special competence.*

*All French and Francophone Studies majors and minors, including students preparing a secondary school certificate, should complete a study abroad program in a French-speaking country.*

*Majors and minors in the Course and Honors Programs are expected to be proficient in spoken and written French, and to do the larger part 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.*

### Learning Goals

*The French and Francophone Studies Program seamlessly articulates the acquisition of French linguistic skills with cultural and literary knowledge and sensitivity throughout our 4-year curriculum. We provide students with global competence in the Francophone world through an innovative curriculum that combines national and transnational Francophone literatures, cultures and histories, with an emphasis on modern and contemporary periods. Students build a cross-cultural understanding with the goal of participating in an increasingly interconnected world.*

*Starting with our French language courses (Fr 1 through 14), students are introduced to modern France and a variety of French-speaking countries such as Algeria, Belgium, Haiti and Senegal. In our advanced courses (Fr 40 and above), students develop an in-depth, critical and comparative understanding of the textual, filmic, and cultural productions of each of these regions. We aim to:*

(A) Make students proficient in the four fundamental language competencies (listening, reading, speaking and writing), as well as develop a fifth, cultural competency, through explorations of culture and society in France and the Francophone World. This is a substantial element in achieving global competence as described above.

*Fr 1 through Fr 14: In the intensive French language sequence (Fr 1 through 14), students develop an advanced proficiency in the five competencies delineated above. For further details on the language sequence, how it relates to internationally recognized standards, and proficiency as it relates to study abroad, contact the French section head.*

*Fr 15 W and Fr 16: These written and aural/oral competencies are further refined. Students develop a sensibility to literary, filmic, cultural, and socio-political questions in modern French and Francophone societies. They learn to produce coherent, logical and persuasive arguments from a variety of texts and films, and learn to adopt different formats for that purpose (explication de texte, rédaction, research paper, and opEd).*

*Fr 40 and above: Students demonstrate an extensive and intentional grappling with the topic of the course. They are further introduced to comparative methodologies and scholarly criticism, and learn to consistently articulate their reflection in persuasive ways and support their opinions through evidence.*

*Seminars Fr 100 and above: Students master critical thinking and demonstrate in-depth knowledge of the course topic through student-led discussions and research papers.*

*Capstone Fr 91 W: Majors and minors demonstrate an appropriate knowledge of the mechanics of scholarly research (develop a valid research question and a rigorous and coherent argument, craft an abstract, investigate secondary sources, develop a bibliographical apparatus). The goal of this competency includes the writing in French of an original, independent research paper of 20/30 pages on a topic chosen in discussion with the senior colloquium professor.*

(B) Expand student's knowledge of the diversity of French-speaking cultures by:

1. Developing an appreciation of literary value and filmic expression.
2. Developing an appreciation of how French and Francophone writers and artists continue a rich tradition, which has brought the world some of its most influential literary, philosophical, critical, and cinematographic works.

(C) Sharpen knowledge and understanding of the major historical, social, and political developments that have shaped France and other Francophone countries, thus providing an opportunity to understand the forces underlying these various cultures, literatures, and films.

## Course Major

### Requirements

1. Complete eight advanced courses or seminars numbered 014 or above for a minimum of 8 credits. Note that AP and IB credits will not count toward the major. FREN 016 can only count once to fulfill the major's requirement. French and Francophone Studies also offers courses in French literature in translation, but no more than one such course may count to satisfy the requirements in the major.
2. Off-campus study is required for all majors. Students who participate in preapproved programs may only count 3 credits toward their major. See the "Off-Campus Study" section for rules on transfer of credit.
3. Take Senior Colloquium (FREN 091) in the senior year. This includes the writing of an original, independent research paper of 30 pages on a topic chosen in discussion with the senior colloquium professor and adviser or one other professor in the program. The defense of the paper with the entire French and Francophone faculty takes place at the end of the spring semester.

To graduate with a major in French and Francophone Studies, students must have a grade average of C or better within the discipline, have studied in a French-speaking country, and have completed our culminating exercise (FREN 091), described above.

### Acceptance Criteria

To be accepted as a course major, students must have taken French 014 or the equivalent, earning grades no less than a C.

## Course Minor

## Requirements

1. Complete 5 credits in courses or seminars numbered 014 or above. Three of these credits must be completed on the Swarthmore campus (See #2 below). Note that AP and IB credits will not count toward the minor. FREN 016 can only count once to fulfill the minor's requirement. French and Francophone Studies also offers courses in French literature in translation, but no more than one such course may count to satisfy the requirements in the minor.
2. Minors are strongly encouraged to complete at least a six-week summer program of study in a French-speaking country. Students who participate in preapproved programs may only count two credits toward their minor. See the "off-campus study" section for rules on transfer of credit.
3. Complete Senior Colloquium (FREN 091) in the senior year, which includes the writing of an original, independent research paper of 20 pages on a topic chosen in discussion with the senior colloquium professor.

To graduate with a minor in French and Francophone studies, you must have a grade average of C or better within the discipline, studied in French-speaking country, and have completed FREN 091 Senior Colloquium.

## Acceptance Criteria

To be accepted as a course minor, you must have taken French 014 or the equivalent, earning grades no less than a C.

## Honors Major

### Requirements

Majors in the Honors Program are expected to complete the requirements of majors in course, including taking Senior Colloquium (FREN 091) in the senior year.

1. Complete eight advanced courses or seminars numbered 014 or above for a minimum of 8 credits. Note that AP and IB credits will not count toward the honors major. FREN 016 can only count once to fulfill the Honors major's requirement.
2. Off-campus study in a francophone country, for one semester is required for all honors majors. See the "off-campus study" section for rules on transfer of credit.
3. Complete one advanced course with a Francophone component.
4. Complete Senior Colloquium (FREN 091) in the senior year. This includes the writing of an original, independent research paper of 30 pages on a topic chosen in discussion with the senior colloquium professor and adviser or one other professor in the program. The defense of the paper with the entire French and Francophone faculty takes place at the end of the spring semester.

Complete at least one advanced course (above FREN 015) before taking a seminar.

Work on three preparations, two of which must be done through seminars while the third may be a seminar, a two-credit thesis, or an approved paired course preparation.

French and Francophone Studies also offers courses in French literature in translation but no more than one such course may count to satisfy the requirements in the honors major.

## The Honors Exam for Majors and Preparations

Majors in the Honors Program must do three preparations (consisting of six units of credit). Two of the preparations should be done through seminars chosen from the list below. The third preparation may be a seminar, a two-credit thesis, or an approved paired course preparation.

### Mode of Examination:

A three-hour written examination, and a one-half hour oral examination, both in French, will be required for each preparation.

## Acceptance Criteria

Candidates are expected to have a "B" average in course work both in the department and at the College, have taken FREN 014 or the equivalent, and have demonstrated interest in and aptitude for the study of literature or culture in the original language.

## Honors Minor

### Requirements

*Minors in the Honors Program are expected to complete the requirements of minors in course, including taking Senior Colloquium (FREN 091) in the senior year.*

- 1. Complete 5 credits in courses or seminars numbered 014 or above. Three of these credits must be completed on the Swarthmore campus. Note that AP and IB credits will not count toward the Honors minor. FREN 016 can only count once to fulfill the Honors minor's requirement. French and Francophone Studies also offers courses in French literature in translation but no more than one such course may count to satisfy the requirements in the honors minor.*
- 2. Complete at least a six-week program of study in a French-speaking country. It is strongly recommended that honors minors spend at least one semester abroad. See the "off-campus study" section for rules on transfer of credit.*
- 3. Complete Senior Colloquium (FREN 091) in the senior year, which includes the writing of an original, independent research paper of 20 pages on a topic chosen in discussion with the senior colloquium professor.*
- 4. Complete at least one advanced course (above FREN 015) before taking a seminar.*
- 5. Work on one two-credit seminar preparation or an approved paired course preparation.*

### The Honors Exam for Minors and Preparations

*Minors must complete a single, two-credit seminar preparation (consisting of two units of credit) or an approved paired course preparation.*

### Mode of Examination

*A three-hour written examination, and a one-half hour oral examination, both in French, will be required for the preparation.*

### Acceptance Criteria

*Candidates are expected to have a "B" average in course work both in the department and at the College, have taken FREN 014 or the equivalent, and have demonstrated interest in and aptitude for the study of literature or culture in the original language.*

### Special Major in Linguistics and Languages

- 1. Complete three credits numbered 014 or above*
- 2. Two of the three credits must be completed on the Swarthmore Campus. Note that AP and IB credits will not count toward the credit requirement and FREN 016 can only be counted once.*

### Thesis / Culminating Exercise

*The culminating exercise in French and Francophone studies consists of completing FREN 091 Senior Colloquium in which you will write an independent research thesis of 20-30 pages and defend it in front of a panel of faculty members.*

### Application Process Notes for the Major or the Minor

*To apply for a major or minor in French and Francophone Studies, speak with the chair or one of your professors in French and Francophone Studies to discuss your options and then follow the process described by the Dean's and Registrar's Offices for your Sophomore Plan.*

*If after applying you are deferred, you may apply again in the spring by addressing the reasons for your deferral.*

### Off-Campus Study

*NB. Due to COVID-19 and related issues, we are fully aware of the difficulties of undertaking off-campus study in a Francophone country, we will adapt our expectations of the off-campus study requirement for the major and minor accordingly by asking students to select a project in lieu of study abroad.*

*Please contact the French and Francophone Studies section head: Prof. Carina Yervasi, cyervasi@swarthmore.edu*

*Study abroad programs are vital to the French and Francophone program. Majors may count up to 3 credits toward their French major. Minors may count 2 of these credits toward their French minor. Any student who wishes to receive more than one credit from study abroad must take a 1- or 2- credit advanced course in French and Francophone Studies numbered 40 or higher in the semester in which they return to campus. Students should contact a French faculty member to obtain the current list of preapproved programs. Students wishing to seek credit from other disciplines must consult the rules in the appropriate credit-granting department. There are also other options to study abroad available to students who have completed course work above the equivalent of fourth semester.*

*Any student attending a preapproved program in a non-francophone country, and planning to enroll in a French course there, may petition for one credit upon their return to campus. To earn this credit, students must take a one-credit French course in the semester immediately following their return to campus.*

## Preapproved Summer Programs

*Any student may study in a preapproved summer program that is at least 6 weeks long and earn 1 credit in MLL (French). Only Minors in French and Francophone studies may have this credit count towards the completion of their course requirements.*

## Research and Service-Learning Opportunities

*Both independent research and service-learning student-teaching are important ways to continue using your language and critical analysis skills.*

## Summer Opportunities

*Students are encouraged to use the summer to travel to Francophone countries and explore research for their senior thesis papers. Please speak with French and Francophone studies faculty to find out about options for doing this summer work.*

## Teacher Certification

*Students may choose to use French and Francophone studies as a specialization in a teacher certification program or for a special major in educational studies. Although students may develop their own course of study, they must complete FREN 015, or the equivalent, and study abroad for at least one semester in a French-speaking country.*

## Life After Swarthmore

*Opportunities for a major/minor in French and Francophone studies after graduation are varied. Our curriculum provides students with valuable skills in cultural analysis, communication in another language, and the ability to understand and adapt to cross-cultural situations. Many majors and minors in French and Francophone studies continue their research with Fulbright awards, go to graduate school, law school, medical school, and follow diverse career paths in teaching, journalism, business, and NGOs. Recent French and Francophone alumni who are Fulbright recipients are continuing their studies in France, Africa, and the Middle East; those who have gone to graduate school are studying French, library science, comparative literature, ethnomusicology, history, educational policy, public policy, and public health. Many alumni are in the arts, education, journalism, medicine, law, business, and international affairs, among other fields.*

## French and Francophone Studies Courses

*The following courses are taught in French. For courses on French and Francophone content taught in English, see the section on Modern Languages and Literatures: Literatures in Translation.*

## **FREN 001. Elementary French 1**

*This course sequence (FREN 001-002) is intended for students who begin French in college. FREN 001 meets three days per week. Designed to impart an active command of the language, this course is taught in French and combines the study of grammar with listening, writing, reading and oral practice (speaking). The speaking practice and pronunciation workshops (FREN 013 courses: Atelier and Phonétique) are required attachments to this course. Introduction to literary and expository prose, films, and other authentic media are used to enhance students' language acquisition skills as well as to develop an understanding of the diverse cultures of the French-speaking world. FREN 001 is offered in the fall semester only.*

*Prerequisite: Students who start in the FREN 001-002 sequence must complete FREN 002 to receive credit for FREN 001.*

*Humanities.*

*1 credit.*

*Fall 2021. Jubin, Gueydan-Turek.*

*Fall 2022. Courgey.*

*Fall 2023. Jubin.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 002. Elementary French 2**

*This course is intended for students who may have had a little French prior to college or who are continuing from FREN 001. FREN 002 meets three days per week. Designed to further develop an active command of the language, this course is taught in French and combines the study of grammar with listening, writing, reading and oral practice (speaking). The speaking practice and pronunciation workshops (FREN 013 courses: Atelier and Phonétique) are required attachments to this course. Introduction to literary and expository prose, films, and other authentic media are used to enhance students' language acquisition skills as well as to develop an understanding of the diverse cultures of the French-speaking world. FREN 002 is offered fall and spring semesters.*

*Prerequisite: Students who start in the FREN 001-002 sequence must complete FREN 002 to receive credit for FREN 001.*

*Humanities.*

*1 credit.*

*Fall 2021. Courgey.*

*Spring 2022. Courgey.*

*Fall 2022. Courgey.*

*Spring 2023. Courgey.*

*Fall 2023. Courgey.*

*Spring 2024. Courgey.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 003. Intermediate French**

*This third semester course is designed to build on the structures learned in elementary FREN 001 and FREN 002 or for students who have studied French prior to college. FREN 003 meets three days per week. It is taught in French. It combines grammar with oral practice (speaking), listening, writing, and reading toward the goal of proficiency. The speaking practice and pronunciation workshops (FREN 013 courses: Atelier and Phonétique) are required attachments to this course. Literature, articles, film, music, and other authentic media produced in French are used to hone language skills and improve communication as well as to provide contexts for understanding the diverse cultures of the French-speaking world. FREN 003 is offered fall and spring semesters.*

*Humanities.*

*1 credit.*

*Fall 2021. Courgey.*

*Spring 2022. Jubin.*

*Fall 2022. Courgey.*

*Spring 2023. Jubin.*

*Fall 2023. Courgey.*

*Spring 2024. Jubin.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 006. Elementary French Conversation**

*An elementary conversation course concentrating on developing students' ability to speak French. Only open to students who have had or are currently enrolled in FREN 001, 002, 003, or 014. May be taken twice. Does not count to fulfill major/minor credit requirements.*

*Humanities.*

*0.5 credit.*

*Fall 2021. Jubin*

*Spring 2022. Jubin*

*Fall 2022. Courgey.*

*Spring 2023. Jubin.*

*Fall 2023. Blanchard.*

*Spring 2024. Courgey.*

### **FREN 013. L'Atelier: French Oral Production Workshop**

*"L'Atelier" (FREN 13.001, 13.002, 13.003) is a mandatory recorded speaking practice workshop attachment to all elementary and intermediate French-language courses that takes place once every two weeks. Several 60-minute sessions will be offered to maximize student participation. It is designed with a dual purpose of reinforcing grammatical structures and thematic vocabulary being studied in the main course and with a view to long-term benefits in terms of enhanced fluency, pronunciation and intonation practice, phonetic accuracy, and general speaking and listening skills. These include increased confidence and autonomy in spoken communication, both in the form of one-way speaking and two-way interaction since many activities simulate real-life dialogues. After being provided with a different online worksheet each time, students will record themselves when ready and submit their recordings electronically. Each student's audio file will then be graded, and feedback will be provided for content, grammar, and phonetic review. FREN 013 is offered fall and spring semesters.*

*Humanities.*

*0 credit.*

*Fall 2021. Courgey.*

*Spring 2022. Courgey.*

*Fall 2022. Courgey.*

*Spring 2023. Courgey.*

*Fall 2023. Courgey.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 013A. Phonétique**

*"Phonétique" is a mandatory pronunciation workshop attachment to all elementary and intermediate French-language courses. Sessions meet several times over the course of the semester. Students in advanced courses who want help with pronunciation may also register for this workshop as an attachment. Sessions reinforce speaking with phonetic accuracy and correct pronunciation and intonation with the goal of enhanced fluency in communication. FREN 013A is offered fall and spring semesters.*

*Humanities.*

*0 credit.*

*Fall 2021. Courgey*

*Spring 2022. Jubin*

*Fall 2022. Courgey*

*Spring 2023. Jubin*

### **FREN 014. Advanced French I: La France et le monde francophone contemporain**

*This course gives students the opportunity to develop French language skills through explorations of culture and society in France and the Francophone World. Particular attention will be paid to oral communication, grammar review, and analytical skills in written French. FREN 003 or placement required.*

*This class is the first part of the two-part sequence: French 14. Advanced French I - French 15. Advanced French II.*

*Humanities.*

*1 credit.*

*Fall 2021. Jubin.*

*Spring 2022. Jubin.*

*Fall 2022. Jubin.*

*Spring 2023. Jubin.*

*Fall 2023. Jubin.*

Spring 2024. Jubin.

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 015. Advanced French II: La France et le monde francophone contemporain (W course)**

*This course gives students the opportunity to further develop French language skills through the study of articles, essays, and images. Engage in reading, discussing, and writing about cultural and visual texts selected from ads, newspapers, literature, television shows, comic strips, videos, and film from France and the Francophone World. Controverses (textbook) will be used for learning in-depth the art of writing in French. Particular attention will be paid to oral and written communication and cultural analysis. FREN 014 or placement required.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2021. Yervasi.*

*Spring 2022. Robison.*

*Fall 2022. Robison.*

*Spring 2023. Yervasi.*

*Fall 2023. Gueydan-Turek.*

*Spring 2024. Staff.*

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 016. French Conversation: Special Topics**

*An intermediate to advanced-level conversation course concentrating on improving students' ability to speak French through the discovery of topics relevant to the contemporary Francophone world. May be taken twice with a different instructor, but may only count once to fulfill major/minor credit requirements.*

*Prerequisite: For students previously enrolled in FREN 014 or above.*

*0.5 credit.*

*Fall 2021. Robison.*

*Spring 2022. Jubin.*

*Fall 2022. Staff.*

*Spring 2023. Yervasi.*

*Fall 2023. Robison.*

*Spring 2024. Jubin.*

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 017C. First Year Seminar: Contemporary French Graphic Novels**

*(Cross-listed as LITR 017FC)*

*This course examines how contemporary graphic novels in French and their aesthetic innovations have helped translate and magnify serious and pressing questions that continue to shape political and social life in France and the world at large.*

*Our readings will address themes ranging from the colonial legacy and the wars in the Middle East to the quest for visibility by immigrants and LGBTQ individuals. Finally, we will analyze how visual adaptations—whether cinematic adaptations of graphic novels or graphic adaptations of movies and novels—reshape their original sources and adapt them to a new purpose.*

*(Conducted in English. Texts in Translation.)*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Fall 2022. Gueydan-Turek.*

*Spring 2024. Gueydan-Turek.*

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>



## **FREN 017D. First Year Seminar: The French Philosophical Novel**

*(Cross-listed as LITR 017FD)*

*From the eighteenth century to the present day, French literature has a rich tradition of authors who are at once novelists and philosophers. From the Enlightenment tales of Voltaire and Diderot, to the materialist metaphysics underlying Balzac's Realism, to the existentialist works of Sartre and Beauvoir, to the relational ontology of Glissant's postcolonial literary universe, several of the central figures of French letters have turned to the novel both as a platform for showcasing their philosophical systems and as a vessel to give shape and meaning to these very systems. The following course proposes to study the interdependence between the novelistic and philosophical enterprises of these authors in order to explore fundamental questions tied to knowledge, identity, and justice. Authors include: Voltaire, Diderot, Balzac, Gide, Camus, Sartre, Beauvoir, Glissant.*

*(Conducted in English. Texts in Translation.)*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Spring 2023. Robison.*

*Fall 2023. Robison.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

## **FREN 041. Guerre et paix dans la littérature française**

*Through a study of the representations of war and peace in French literature from the 19th and 20th centuries, this course examines the evolving attitudes that intellectuals have held towards pacifist ideologies and violent conflicts, as well as the ethical and aesthetic influences that mass violence has had on their writings. The class will approach this topic from a variety of critical perspectives, including (1) studies of the emotional consequences of trauma, mourning, and shame, (2) a study of the interconnection of societal constructions of gender with representations of conflict and peace, and (3) a discussion of the rise of intellectuals in the face of injustice. Works covered will include testimonies, memoirs, fictional literature and popular culture, bringing together authors such as Balzac, Zola, Camus, Sartre, Duras, and Tardi. Taught in French.*

*Prerequisite: FREN 015 or instructor permission.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, GSST*

*Fall 2022. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies/academic-program>*

## **FREN 045A. Le monde francophone: Littératures afro-caribéennes**

*Prerequisite: FREN 015 or placement required.*

*Humanities.*

*1 credit.*

*Spring 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 045B. La France et le Maghreb**

*This course examines the relationship between France and the Maghreb, two cultural spaces that are simultaneously united and divided by their common violent colonial history. Through the study of novels, films, art work and theoretical texts, we will trace the evolution of this conflicted relationship from the 1950's to present times. We will focus, in particular, on the following topics: (post) colonialism and nationalism, diglossia and Francophonie, gendered representation, immigration and exile, transculturation and globalization.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, GBL- Paired*

*Spring 2022. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 045C. Étonnante Haïti: littérature et cultures.**

*Studying the literary and cultural traditions of Haiti is the point of departure to examine the historical place of the first independent black Republic and its successful slave revolt, with particular attention to its impact on the French Antilles and the world. Parallel readings of works by CLR James, Césaire, Fanon, Glissant among others.*

*Has a Francophone component.*

*Humanities.*

*1 credit.*

*Eligible for BLST, FMST*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 045D. Le monde francophone: Cinémas africains**

*This course is an introduction to the filmmakers and history of Francophone West African cinemas, including film, video, and new media.*

*Students will study the history and culture of this region, be introduced to key film concepts, and develop their ability to do in-depth film analysis.*

*Students must attend weekly screenings.*

*Prerequisite: FREN 015 or instructor permission.*

*Humanities.*

*1 credit.*

*Eligible for BLST, FMST, GLBL-paired*

*Spring 2024. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

### **FREN 049. Le roman psychologique du 19<sup>e</sup> siècle**

*The French novel witnessed a series of formal innovations throughout the nineteenth century that went hand in hand with developments in the fields of psychology and psychiatry. In the first half of the century, novelists like Stendhal and Honoré de Balzac revolutionized the novel in ways that allowed for new levels of psychological depth, placing an emphasis on inner monologues, the sometimes-conflicting impulses motivating their characters, and detailed observations of the minutiae of everyday behavior. Building off these aesthetic innovations, novelists of the second half of the century pushed these psychological studies still further, turning directly to (and sometimes against) the work of psychiatrists, neurologists, and criminologists for inspiration—explicit and implicit references to the theories of Charcot, Lombroso, and Krafft-Ebing abound in the pages of the Realist, Naturalist, and Decadent authors constituting the corpus of this class. The following course will explore the dialogue that takes place between literature and psychology throughout the nineteenth century, tracking the novel's shift from broad depictions of madness to more nuanced psychiatric diagnoses and even sympathetic depictions of various psychological states that speak to contemporary discussions around neurodiversity. Authors include: Chateaubriand, Stendhal, Balzac, Flaubert, Zola, Maupassant, Baudelaire, Rachilde (in addition to excerpts from primary sources of nineteenth-century psychology).*

*Taught in French.*

*Prerequisite: Fr 15 or with instructor permission.*

*Humanities.*

*1 credit.*

*Spring 2023. Robison.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 050. Nature/Culture**

*This course will examine a collection of literary and cinematic works that explore the idea of a nature/culture dichotomy, calling into question both what it means to be human and what it means to be natural. Topics include: the interplay between human beings and their environment; animal studies/animal ethics; the idea of human nature (and its critics). Authors and directors include: Rousseau, Hugo, Zola, Maupassant, Vivien, Huysmans, Colette, Truffaut, Bresson, among others. Taught in French.*

*Prerequisite: FREN 015 or instructor permission.*

*Humanities.*

*1 credit.*

*Fall 2021. Robison.*

*Spring 2024. Robison.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

### **FREN 051. Littérature et médecine**

*We will study portrayals of doctors and their interactions with patients in works by authors such as Molière, Flaubert, and Proust-hence, this course also functions as a general introduction to French literature. What is at stake when physicians interact with patients? How can patients exist both as human beings and as objects of science? We will seek to understand how the dialogue between doctors and patients exists as a text, and how literature can be understood as therapeutic. At the end of the semester, students will meet with a "real," practicing physician to draw further conclusions from their readings.*

*Taught in French.*

*Prerequisite: FREN 015 or with instructor permission.*

*Humanities.*

*1 credit.*

*Fall 2023. Blanchard.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 071. Frictions: Francophone Literature from the Arab World**

*We will examine novels from the Arab World, written in French, in order to explore and question francophone literature's ability to reflect, bolster, and interrogate the postcolonial nation. We will discuss (1) evolving notions of diglossia, Francophonie and world literature, and the role that French has come to play in voicing socio-cultural dissatisfaction, (2) how the changing realities of transnational migration challenge the postcolonial nation-state, (3) and the extent to which oppositional discourses run the risk of being commodified and participate in the 'postcolonial exotic.' Readings will be drawn from across the Maghreb, with particular attention paid to new voices that were catalyzed by periods of political unrest, including the Algerian war of Liberation, its decade-long civil war, the "Lead years" in Morocco and the 2011 Tunisian revolution.*

*Taught in English.*

*Humanities.*

*1 credit.*

*Fall 2023. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 073. Postwar France: French New Wave**

*Crosslisted with FMST 052.*

*This course is an in-depth exploration of the development and evolution of the French New Wave in postwar France. We will concentrate on the history of the New Wave in France from the 1950s through the late 1960s by the close study of the styles of individual filmmakers, the "film movement" as perceived by critics, and the New Wave's contribution to modernizing France. The primary emphasis will be on the stylistic, socio-political, and cultural dimensions of the New Wave, and the filmmakers and critics most closely associated with the movement. Directors who were once all film critics for the magazine Cahiers du Cinéma will be studied along side other important filmmakers of the era.*

*Taught in English.*

*Humanities.*

*1 credit.*

*Fall 2022. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 074. The Shadow of the Enlightenment**

*(Cross-listed as LITR 074F)*

*The following course offers a critical examination of the central ideas guiding the French Enlightenment, paying particularly close attention to the notion of "otherness" underlying the Enlightenment project-that is, that which is facilely left out in the eighteenth century's valorization of reason. In opposition to the Enlightenment idea of the rational man is the irrational animal, a binary that materialist thinkers like La Mettrie and Condillac are quick to blur; in opposition to the Declaration of the Rights of Man and of the Citizen (the crowning civil rights document from the French Revolution) is Olympe de Gouges' Declaration of the Rights of Woman and of the Female Citizen, a text that criticizes eighteenth-century gender inequalities; in opposition to the Enlightenment's enormous blind spots surrounding race is Claire de Duras' Ourika, a novel that decries the pervasive racism of the eighteenth century. Throughout the semester, we will study the novels, essays, and dialogues that shape the major ideas of the Enlightenment (and the revolutionary modes of thinking that accompany it), while also studying that which lies in the shadow of the Enlightenment. Authors include: Voltaire, Diderot, Rousseau, Condillac, La Mettrie, Gouges, Duras.*

*(Conducted in English. Texts in translation.)*

*Students with knowledge of French may read the works in the original. There is a 0.5 credit French Attachment FREN 074A for students reading in French.*

*Humanities.*

*1 credit.*

*Spring 2024. Staff*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

### **FREN 074A. Attachment: The Shadow of the Enlightenment**

*Crosslisted with FREN 074.*

*This is a 0.5 credit French Attachment for students reading in French who are taking LITR 074F.*

*Humanities*

*0.5 credit.*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

### **FREN 091. Senior Capstone (W course)**

*This course will be dedicated to discussions of the various topics chosen by majors and minors for their senior thesis. Although this course is required of French/Francophone majors and minors, it is open to other advanced students.*

*Humanities.*

*Writing course.*

*1 credit.*

*Spring 2022. Robison.*

*Spring 2023. Gueydan-Turek.*

*Spring 2024. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 093. Directed Reading**

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 096. Thesis**

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 104. Honors Seminar: La littérature et les sciences de la vie au 19e siècle**

*This course will explore the 19th-century French novel's manifold engagement with contemporaneous life sciences in order to track how the literary practices of the period were shaped by the century's rapidly shifting biological paradigms. The course material is threefold: 1) it will consider primary sources of 19-century life sciences (from Jean-Baptiste de Lamarck's early evolutionary model of transformism, to Claude Bernard's experimental physiology, to Charles Darwin's theory of natural selection); 2) it will draw from a collection of novelists, all of whom made extensive implicit and explicit references to the sciences of their day (texts by Saint-Pierre, Sand, Balzac, Zola, Rachilde, and Flaubert); and 3) it will rely upon a wide range of critical lenses coming from present-day scholarship in ecocriticism/ecofeminism, animal studies, postmodern philosophy, and critical histories of science (excerpts of texts by Foucault, Deleuze, Haraway, Latour, Thiher, and Weil). Taught in French.*

*Prerequisite: Advanced content course in French or instructor's approval.*

*Humanities.*

*2 credits.*

*Fall 2022. Robison.*

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*  
Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **FREN 109. Honors Seminar: Queering North African Subjectivities**

*This seminar will explore the ways in which literary, visual and cultural representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas in France. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations in French that straddle competing cultural traditions, memories, and material conditions can queer citizenship.*

*Advanced content course or instructor's approval.*

*Humanities.*

*2 credits.*

*Eligible for ISLM, GSST*

*Fall 2021. Gueydan-Turek.*

Catalog chapter: *Modern Languages and Literatures: French and Francophone Studies*

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### **LITR 017FC. First Year Seminar: Contemporary French Graphic Novels**

*(Cross-listed as FREN 017C)*

*This course examines how contemporary graphic novels in French and their aesthetic innovations have helped translate and magnify serious and pressing questions that continue to shape political and social life in France and the world at large.*

*Our readings will address themes ranging from the colonial legacy and the wars in the Middle East to the quest for visibility by immigrants and LGBTQ individuals. Finally, we will analyze how visual adaptations—whether cinematic adaptations of graphic novels or graphic adaptations of movies and novels—reshape their original sources and adapt them to a new purpose.*

*(Conducted in English. Texts in Translation).*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Fall 2022. Gueydan-Turek.*

*Spring 2024. Gueydan-Turek.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>

### **LITR 017FD. First Year Seminar: The French Philosophical Novel**

*(Cross-listed as FREN 017D)*

*From the eighteenth century to the present day, French literature has a rich tradition of authors who are at once novelists and philosophers. From the Enlightenment tales of Voltaire and Diderot, to the materialist metaphysics underlying Balzac's Realism, to the existentialist works of Sartre and Beauvoir, to the relational ontology of Glissant's postcolonial literary universe, several of the central figures of French letters have turned to the novel both as a platform for showcasing their philosophical systems and as a vessel to give shape and meaning to these very systems. The following course proposes to study the interdependence between the novelistic and philosophical enterprises of these authors in order to explore fundamental questions tied to knowledge, identity, and justice. Authors include: Voltaire, Diderot, Balzac, Gide, Camus, Sartre, Beauvoir, Glissant.*

*(Conducted in English. Texts in Translation.)*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Spring 2023. Robison.*

*Fall 2023. Robison.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>

### **LITR 074F. The Shadow of the Enlightenment**

Crosslisted with FREN 074.

The following course offers a critical examination of the central ideas guiding the French Enlightenment, paying particularly close attention to the notion of "otherness" underlying the Enlightenment project—that is, that which is tacitly left out in the eighteenth century's valorization of reason. In opposition to the Enlightenment idea of the rational man is the irrational animal, a binary that materialist thinkers like La Mettrie and Condillac are quick to blur; in opposition to the Declaration of the Rights of Man and of the Citizen (the crowning civil rights document from the French Revolution) is Olympe de Gouges' Declaration of the Rights of Woman and of the Female Citizen, a text that criticizes eighteenth-century gender inequalities; in opposition to the Enlightenment's enormous blind spots surrounding race is Claire de Duras' *Ourika*, a novel that decries the pervasive racism of the eighteenth century. Throughout the semester, we will study the novels, essays, and dialogues that shape the major ideas of the Enlightenment (and the revolutionary modes of thinking that accompany it), while also studying that which lies in the shadow of the Enlightenment. Authors include: Voltaire, Diderot, Rousseau, Condillac, La Mettrie, Gouges, Duras.

Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 074A).

Humanities

1 credit.

Spring 2024. Staff.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### LITR 078F. Film and Place: West African Filmmakers at Home and Abroad

Crosslisted with FMST 058 .

The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Têno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.

Humanities.

1 credit.

Eligible for BLST, GBLB-paired

Fall 2021. Yervasi.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## Seminars

### FREN 104. Honors Seminar: La littérature et les sciences de la vie au 19e siècle

This course will explore the 19th-century French novel's manifold engagement with contemporaneous life sciences in order to track how the literary practices of the period were shaped by the century's rapidly shifting biological paradigms. The course material is threefold: 1) it will consider primary sources of 19-century life sciences (from Jean-Baptiste de Lamarck's early evolutionary model of transformism, to Claude Bernard's experimental physiology, to Charles Darwin's theory of natural selection); 2) it will draw from a collection of novelists, all of whom made extensive implicit and explicit references to the sciences of their day (texts by Saint-Pierre, Sand, Balzac, Zola, Rachilde, and Flaubert); and 3) it will rely upon a wide range of critical lenses coming from present-day scholarship in ecocriticism/ecofeminism, animal studies, postmodern philosophy, and critical histories of science (excerpts of texts by Foucault, Deleuze, Haraway, Latour, Thiher, and Weil). Taught in French.

Prerequisite: Advanced content course in French or instructor's approval.

Humanities.

2 credits.

Fall 2022. Robison.

Catalog chapter: Modern Languages and Literatures: French and Francophone Studies

Department website: <http://www.swarthmore.edu/french-francophone-studies>

### FREN 106. La Modernité

In this course, we will examine poetry of modernity and the city. We will examine how the city's complexities--its development, cultures, revolutions, and inhabitants--contribute to a poetic vision that is reflected in the texts of 19th- and 20th-century major and minor writers of the French-speaking world. Poets include Baudelaire, Rimbaud, Apollinaire, and the Surrealists, among others.

*This course can be taken for 1 credit.*

*Humanities.*

*2 credits.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 111. Désir (post)colonial**

*This course addresses how the colonial encounter has shaped modern perceptions of race, ethnicity, gender, and sexuality through the production, circulation and consumption of deformed images of its colonial subjects. From noble savages and whimpering slaves to hideous monsters and seductive harem girls, we will examine the dynamics of representation embedded in colonial narrations and visual constructions of the "Other," focusing on conceptualizations of power as they relate to race, sexual politics and the gendering of the colonial subject. Primary texts include literature of the slave trade, orientalist fictions and photographs, colonial films, museum exhibitions and world's fairs, and contemporary works of fiction that deal with the legacy and sometimes continue the colonial desire.*

*Has a Francophone component. May be taken for 1 credit with permission from the instructor.*

*Humanities.*

*2 credits.*

*Eligible for BLST, ISLM, GSST, GLBL - Paired*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 115. Honors Seminar: Representation of Blackness in Francophone**

*Taught in French.*

*Prerequisite: Advanced content course in French or instructor's approval.*

*Humanities.*

*2 credits.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 116. La Pensée géographique**

*Cartography, psychogeography, rhizomes, and so much more! How and why do philosophical and critical thinkers rely on spatial and geographical metaphors to work through some of their more complex ideas? How might some of these metaphors become models for understanding and analyzing texts? In this course, we will explore some of the central ideas behind this spatial turn in theory and criticism in conjunction with the study of French and Francophone texts: from medieval explorers and maps of early France and French empire to Situationism, poststructuralism, and postcolonialism.*

*May be taken for 1 credit with permission of the instructor.*

*Humanities.*

*2 credits.*

*Eligible for INTP*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 180. Honors Thesis**

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **FREN 199. Senior Honors Study**

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

### **French Courses and Seminars Not Currently Offered**

## **FREN 040. Panorama de la Littérature française**

*This course is designed to provide students with a broad knowledge of French literature, from the Renaissance to the present. Among the authors included on the syllabus are: Corneille, Graffigny, Balzac, Proust and Genet. Students will read works in their entirety, discuss their significance in class, and listen to short lectures to situate the readings in a historical and cultural context.*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 046. Poésies d'écritures françaises**

*Has a Francophone component.*

*Humanities.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 056. Ces femmes qui écrivent/Reading French Women**

*Humanities.*

*Eligible for GSST*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 057. Bande dessinée, nouvelle Manga et romans graphiques**

*The bande dessinée, the Francophone analog to comics, has evolved alongside contemporary youth culture to become a locus for expressions of sociocultural and aesthetic changes, as well as antiestablishment discourses. In the context of issues such as social class, cultural diversity, and femininity/masculinity, this course will connect canonical comics (such as Asterix and Tintin) with more current cutting-edge forms including la nouvelle Manga and graphic novels from Rwanda, Algeria, Lebanon and Iran.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GSST*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 058. The Representation of Alterity in French Literature and Cinema**

*Has a Francophone component.*

*Humanities.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 072. The French Novel in Translation: Balzac, Flaubert, Proust**

*(Cross-listed as LITR 072F)*

*This course is designed to provide students with a broad knowledge of French literature, from before the Revolution to the present. Among the authors included on the syllabus are: Molière, Voltaire, Balzac, Baudelaire, Proust, Camus and Sartre. Students will read works in their entirety, discuss their significance in class, and listen to short lectures to situate the readings in a historical and cultural context. There is a 0.5 credit French Attachment for students reading in French (FREN 072A).*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*



## **FREN 072A. Attachment: The French Novel in Translation: Balzac, Flaubert, Proust**

*This course is designed to provide students with a broad knowledge of French literature, from before the Revolution to the present. Among the authors included on the syllabus are: Molière, Voltaire, Balzac, Baudelaire, Proust, Camus and Sartre. Students will read works in their entirety, discuss their significance in class, and listen to short lectures to situate the readings in a historical and cultural context.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

## **FREN 073A. Attachment: Postwar France: French New Wave**

*Attachment course for students reading in French enrolled in LITR 073F.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 108. Littérature et cinéma moderne et contemporain: La question de représentation**

*Humanities.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 109. Honors Seminar: Queering North African Subjectivities**

*This seminar will explore the ways in which literary, visual and cultural representations of sexual difference and gender roles disrupt the cultural imagination of everyday life in North Africa and its Diasporas in France. Special attention will be given to representations of Arab women and queer subjectivities as sites of resistance against dominant masculinity. We will analyze the ways in which representations of gender have allowed for a redeployment of power, a reconfiguration of politics of resistance, and the redrawing of longstanding images of Islam in France. Finally, we will question how creations in French that straddle competing cultural traditions, memories, and material conditions can queer citizenship.*

*Advanced content course or instructor's approval.*

*Humanities.*

*2 credits.*

*Eligible for ISLM, GSST*

*Fall 2021. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 110. Histoires d'îles**

*Has a Francophone component.*

*Humanities.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **FREN 112. Le Monde comique de Molière**

*This seminar is designed to acquaint students with the major works of Molière and 17th-century culture. We will investigate: Molière's political relationship with Louis XIV at Versailles, the discourse of early modern feminism of the précieuses and the femmes savantes; the critique of religious hypocrisy, and the influence of early modern notions of anthropology, notably medicine, on Molière's notions of selfhood. These aspects will be brought forward through close attention to the poetics of comedy and the art of the comedian.*

*Humanities.*

*2 credits.*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <http://www.swarthmore.edu/french-francophone-studies>*

## **LITR 072F. The French Novel in Translation: Balzac, Flaubert, Proust**

*This course is designed to provide students with a broad knowledge of French literature, from before the Revolution to the present. Among the authors included on the syllabus are: Molière, Voltaire, Balzac, Baudelaire, Proust, Camus and Sartre. Students will read works in their entirety, discuss their significance in class, and listen to short lectures to situate the readings in a historical and cultural context. Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 072A).*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 078F. Film and Place: West African Filmmakers at Home and Abroad**

*Crosslisted with FMST 058 .*

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Tèno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for BLST, GBLB-paired*

*Fall 2021. Yervasi.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **Modern Languages and Literatures: German Studies**

*Courses*

### **Core Faculty**

**SUNKA SIMON, Professor<sup>2</sup>**

**HANSJAKOB WERLEN, Professor and Program Coordinator**

**MADALINA MEIROSU, Visiting Assistant Professor**

**CHRISTOPHER SCHNADER, Senior Lecturer**

*2 Absent on leave, spring 2022*

### **Affiliated Faculty**

**Peter Baumann, Professor (Philosophy)**

**Tamsin Lorraine, Professor (Philosophy)**

**Robert Weinberg, Professor (History)**

**Thomas Whitman, Associate Professor (Music)**

*The German Studies Program offers students a wide variety of courses in language, literature, film and culture taught in German, as well as classes in anthropology and sociology, art, history, music, philosophy, and political science. Stressing the interrelatedness of linguistic competency and broad cultural literacy, German studies classes cover a wide range of literary periods, intellectual history, and film and visual culture. The diverse approaches to German culture(s) prepare students for graduate work in several academic disciplines, as well as for a variety of global careers. German studies can be pursued as course major or minor or as a major and minor in the Honors Program.*

Students are expected to be sufficiently proficient in the German language to use it for written and oral work. To this end, we strongly advise students to spend an academic semester-preferably spring semester-in a German-speaking country before their senior year.

Students wishing to major or minor or do honors in German Studies should plan their program in consultation with the program coordinator.

## The Academic Program

All German courses numbered 50 and above taught in the target language are open to students after successful completion of GMST 020 or to students with level-appropriate proficiency in reading and writing German (German placement test results or instructor permission). To enroll in GMST courses taught in English that are cross-listed with LITR or another program, please consult the individual entry requirements in the course catalogue. Since not all advanced German courses or seminars are offered every year, students wishing to major or minor in German Studies should consult the sophomore paper plan and discuss their plan of study with the program coordinator.

## Course Majors Requirements

Majors must complete a minimum of 8 credits in courses numbered 003 and above.

- Majors in course are required to take Topics I and II in German Studies (GMST 020, GMST 091) in progression and, for Topics III, enroll in a class above 100. Up to 3 credits may be taken in English from among the courses #50s and #60s relevant to German studies listed in the catalog under literature in translation (e.g., LITR 054G or LITR 066G) or from courses listed as eligible for German studies (see list below).
- Comprehensive requirement: seniors in course are required to submit a bibliography of 20 works to form the basis of a discussion and an extended, integrative paper (approximately 15 double-spaced pages in length) on a topic agreed to by the program coordinator. This paper, due by May 1, is complemented by a discussion of the paper with members of the program, in German, in mid May.
- Students are strongly encouraged to spend a semester in Germany or at least participate in a summer program in a German-speaking country. Of the classes taken abroad, a maximum of 2 credits will normally count toward the major. In cases of double majors, this number might be increased in consultation with the German studies coordinator. After studying abroad, majors must take at least one additional German studies class.

## Typical Course of Study:

\*denotes options at either end:

- GMST 003 (Fall Year 1 or 2)
- GMST 008 (Spring Year 1 or 2)
- GMST 020 Topics in German Studies I (Fall Year 2 or 3)
- GMST cross-listed course #40s-60s (in English) (Fall Year 2 or 3)
- GMST 091 Topics in German Studies II (Spring Year 3 or 4)
- GMST cross-listed course #40s-60s (in English) (Spring Year 3 or 4)
- GMST100+ Topics in German Studies III (Topic changes every year) (Fall Year 4)
- Independent Study or Thesis (Spring Year 4)\*
- See the annually updated list of eligible cross-listed courses on the GMST website

## Course Minors Requirements

- Of these courses, Topics in German Studies I (GMST20) and Topics in German Studies II (GMST91) are required.
- Up to two credits can come from courses eligible for German studies, usually numbered in the #40s-60s.
- Students are strongly encouraged to spend a semester in Germany or at least participate in a summer program in a German-speaking country. Of the classes taken abroad, a maximum of 2 credits will normally count toward the minor. In case of double majors, this number can be increased in consultation with the German Studies coordinator.

## Typical Course of Study:

*\*denotes options at either end*

- FYS First Year Seminar\*
- GMST 003 (Fall Year 1 or 2)
- GMST 008 (Spring Year 1 or 2)
- GMST 020 Topics in German Studies I (Fall Year 1 or 2)
- GMST cross-listed course #50-60 (in English) (Year 1 or 2)
- GMST 091 Topics in German Studies II (Spring Year 2 or 3)
- GMST cross-listed course #50-60 (in English)\* (Year 2 or 3)
- GMST 100+ Topics in German Studies III\* (Fall Year 4)

## Honors Major and Minor in German Studies

*All majors and minors in honors are strongly advised to spend one semester or at least a summer in a German-speaking country. Honors majors and minors are encouraged to apply for GMST program funds to supplement their study abroad.*

### Preparations

#### **Honors Major Preparations**

*While requirements for Honors Majors are generally identical to the course major requirements (minimum of 8 credits above GMST 003), a set of special requirements applies to Honors:*

- *All honors majors must include Topics in German Studies I (GMST20) and II (GMST91) in their course of study.*
- *In coordination with the German Studies coordinator, Honors majors in German studies need to combine three upper level GMST courses (e.g. Special Topics in German Studies I, II and III) and three taught in English from affiliated programs numbered in the #40s-60s (e.g. FMST 51 or 54). Alternatively, eligible independent studies or thesis courses can be combined with regular upper level GMST courses for honors preparations. Honors majors can further petition GMST faculty members for an honors attachment to any upper level GMST course.*
- *Honors students participate in the external examination process required of all Swarthmore honors students and the Senior Honors Study (SHS) process explained below.*

#### **Honors Minor Preparations**

*Honors Minors prepare for their examination in German studies by following the course minor requirements (minimum of 5 credits above GMST 003). A set of special requirements applies to Honors Minors:*

- *All honors minors must include Topics in German Studies I (GMST20) and II (GMST91) in their course of study.*
- *All honors minors must complete Senior Honors Study (described below)*

### 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 advanced course or seminar used as honors preparations for external examination. Students are required to meet with the respective instructor(s) of the advanced courses or 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.*

## Special Major in Linguistics and Languages

1. Complete three credits numbered 008 or above
2. Complete GMST 008, 020, 091

3. In place of GMST 091, a seminar may be taken

## Off-Campus Study

All German majors and minors are strongly advised to spend one semester or at least a summer in a German-speaking country. Majors and minors are encouraged to apply for GMST program funds to supplement their study abroad. There are several excellent opportunities to participate in an approved program, such as the Columbia Consortium Program in Berlin, Duke University in Berlin, the Macalester College German Study Program in Berlin/Vienna, or the Dickinson College Program in Bremen. Students should consider going abroad in the spring semester. This will enable them to participate fully in the semester schedule of German and Austrian Universities.

## Courses

Not all advanced courses or seminars are offered every year. Topics in German Studies I, II, III (GMST 20, 91 and 100) change their topics every year, please check the webpage for the most current information on each course's content. Students wishing to major or minor in German should plan their program in consultation with the section. All courses numbered 050 and above are open to students after GMST 020. (See note on enrolling in seminars.)

### GMST 001. Intensive Elementary German

Students who start in the GMST 001-GMST 002 sequence must complete GMST 002 to receive credit for 001.

For students who begin German in college, this course is designed to develop active use of the language. The class combines intensive practice in listening, speaking, writing and reading with the study of grammar. Authentic materials (texts, videos, music) familiarize students with the culture of German-speaking countries.

This 1 credit class is team-taught and meets on Mondays, Tuesdays, Thursdays, and Fridays. Students are also expected to attend the weekly German language table each Wednesday.

Humanities.

1 credit.

Fall 2021. Meirosu, Schnader.

Fall 2022. Werlen, Schnader.

Fall 2023. Werlen, Schnader.

Catalog chapter: Modern Languages and Literatures: German Studies

Department website: <http://www.swarthmore.edu/german-studies>

### GMST 002. Intensive Elementary German

This class is the continuation of GMST 001 and also for students who placed into the second semester.

Second semester German continues to develop core language skills (listening, speaking, reading, and writing). Regular engagement with authentic texts, videos, and music from Germany, Switzerland, and Austria further enhances cultural competency.

This 1 credit class is team-taught and meets on Mondays, Tuesdays and Thursdays, with an optional individual tutorial on Wednesdays. Students are also expected to attend the weekly German language table each Friday.

Humanities.

1 credit.

Spring 2022. Werlen, Schnader.

Spring 2023. Werlen, Schnader.

Spring 2024. Werlen, Schnader.

Catalog chapter: Modern Languages and Literatures: German Studies

Department website: <http://www.swarthmore.edu/german-studies>

### GMST 003. Intensive Intermediate German

This class is for students who completed the GMST 001-GMST 002 sequence and those who place into the third semester.

Expanding and reviewing core language skills, the course integrates intermediate-level reading, listening, and viewing materials with more advanced writing practice.

*This 1 credit class is team-taught and meets on Mondays, Tuesdays and Thursdays, with an additional optional individual tutorial on Wednesdays. Students are also expected to attend the weekly German language table each Friday.*

*Humanities.*

*1 credit.*

*Fall 2021. Simon, Schnader.*

*Fall 2022. Simon, Schnader.*

*Fall 2023. Simon, Schnader.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 005. German Conversation**

*Through discussion of German films and presentations on student-selected topics, this course develops students' speaking skills. Content changes every semester and students can enroll in this class multiple times.*

*Prerequisite: GMST 003 or Placement Test Score between 425-525.*

*0.5 credit.*

*Fall 2021. Schnader.*

*Fall 2022. Schnader.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 006. German Conversation**

*Through discussion of German films and presentations on student-selected topics, this class develops students' speaking skills. Content changes every semester and students can enroll in this class multiple times.*

*Prerequisite: GMST 003 or Placement Test Score between 425-525.*

*0.5 credit.*

*Spring 2022. Schnader.*

*Spring 2023. Schnader.*

*Spring 2024. Schnader.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 007. Hot off the Press: Current Headlines from a German Perspective**

*(Cross-listed as LITR 007)*

*This half-credit course invites students to explore the urban culture of Berlin, a European hotspot for politics, the arts, media, high-tech start-ups, and clubbing. Venturing beyond the capital, students then examine facets of Germany's contemporary cultural, social, and political landscape.*

*Students will help select specific topics for readings, discussions, and presentations, and participants interested in developing their German language skills will have the opportunity to engage with relevant texts and media in German. Taught in English.*

*.5 credit.*

*Eligible for LITR*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

### **GMST 008. Texts in Context: Topics in German Culture and Society from the Reformation until Today**

*This fourth-semester course is designed to advance linguistic skills through engagement with a specific topic. Studying literary, artistic, journalistic, and historical sources, students enhance their analytical, writing, and communication skills. This course is the gateway to all upper level courses in the German Studies curriculum. Topics alternate every year.*

*Topic for S'22 and S'23: Freundschaft/Friendship*

*Ready to further develop your German language skills and prepare for study abroad? Discover German culture - past and present - through the lens of friendship. Critical engagement with literary texts, music, film, news, and social media will not only enhance your analytical and*

communication skills, but also allow you to examine how concepts of friendship have helped shape German-speaking communities. Explore how concepts of friendship - from German classicism and romanticism, through urban modernism and even the "11 Freunde" on today's soccer fields - intersect with issues of gender and sexuality, and how "freundschaftliche" relationships continue to be crucial for creative, intellectual, economic, and political innovations. Along with a review and expansion of German grammar, this fourth-semester course serves as a gateway to all upper level courses in the German Studies curriculum.

*Prerequisite: GMST 003 or Placement Test Score between 425-525.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Schnader.*

*Spring 2023. Schnader.*

*Spring 2024. Schnader.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 017. First Year Seminar: Testimonial Literature**

*(Cross-listed as LITR 017G)*

*This course explores the notion of testimony as an important aspect of a literature of resistance. We investigate how testimony intertwines with questions of writing and truth, and creates a response to cultural violence. Students read theories and literature of resistance and testimony in a wide-ranging selection of time periods and cultures, from the formation of a philosophical and religious idea of testimony in antiquity (Greek and Judeo-Christian traditions) to its later development in the theories of Emmanuel Levinas. We will also study the emergence of the literary notion of testimony by analyzing works of poetry, narrative, and film, with a particular focus on Jewish responses to the Shoah, and Latin American and Latino responses to political and social repression.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

### **GMST 020. Topics in German Studies I**

*Topic F'22:*

*Literature and Cultural Context*

*This fifth semester class explores key moments in the literary history of Germany (and other German-speaking countries) by reading a series of canonical texts within their socio-cultural and historical context. The class emphasizes reading and writing skills and critical engagement with and questioning of the texts read in the class.*

*Prerequisite: GMST 008 or Placement Test Score of 550 and above.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2022. Werlen.*

*Fall 2023. Werlen.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 026. Popular Music and Media**

*(Cross-listed as FMST 026, LITR 026, MUSI 005E)*

*Is Bohemian Rhapsody (2018) the Stop Making Sense (1984) of this generation? How does YouTube compare to Indie records? What's similar*

and what's different? What is the relationship between social media and commercial means of distribution, and what is its effect on fandom? This team-taught course investigates the histories, structures and cultural connections between popular music and other media. How do musical expressions and genres interact with medium specificity? How can we understand changing exhibition formats (stadium vs. lounge vs. club) and distribution venues (record store vs. Spotify)? How does celebrity culture then and now impact what is popular and how does it affect the music industry and vice versa? What lies at the intersection of national, socio-political and fan cultures?

Providing a grounding in music and media history and theory, we will research and analyze mainstream and independent case studies in radio, film, theater, television and social media in order to better understand and engage with the complex webs that characterize contemporary media, its production, and its consumption.

Humanities.

1 credit.

Spring 2023. Simon, Blasina.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

## **GMST 029. The Theater of Intervention: After Shakespeare and Müller**

(Cross-listed as THEA 011C)

In this course students will read selected texts by William Shakespeare and Heiner Müller, identify relevant contemporary themes and then create their own performances. The goal of the class is for the student to create work without distinctions between writing, acting and directing-the director as performer, the actor as the author of their own expression. This work also seeks to remove any separation between the artist and the citizen, political thinker, and activist. How can theater function as a performative political statement? How can a theater artist intervene in making social change? Readings will include *Titus Andronicus*, *Macbeth*, and *Hamlet*, both Shakespeare's original versions and Müller's contemporary adaptations. Open to all students without prerequisite. Taught by Cornell Visiting Professor Barbara Wysocka.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

## **GMST 037. The Holocaust: History, Representation, and Culture**

(Cross-listed as HIST 037 and LITR 037G)

Seventy-five years after the Holocaust, and despite an enormous amount of research and testimony, the genocide of European Jewry continues to generate compelling interpretive questions. This course is a multidisciplinary exploration of the Holocaust with special attention paid to forms of memory, commemoration, and artistic representations through the study of fiction, poetry, film, memoirs, and historical scholarship

Humanities.

1 credit.

Eligible for PEAC

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

## **GMST 051. European Cinema**

(Cross-listed as FMST 051, LITR 051G)

Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.

Humanities.

1 credit.

Eligible for FMST, GBLB-Paired

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

## **FMST 051. European Cinema**

(Cross-listed as LITR 051G, GMST 051)

Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema,



*Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GMST, GLOBL-Paired*

*Catalog chapter: Film and Media Studies*

*Department website: <http://www.swarthmore.edu/film-media-studies>*

### **LITR 051G. European Cinema**

*(Cross-listed as FMST 051, GMST 051)*

*Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.*

*Humanities.*

*1 credit.*

*Eligible for GMST, FMST, GLOBL-Paired*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://swarthmore.edu/modern-languages-literatures>*

### **GMST 054. German Cinema**

*(Cross-listed as LITR 054G, FMST 054)*

*This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avant-garde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices.*

*Fulfills national cinema requirement for FMST.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GMST, FMST*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 056. Outbreak Narratives: A Medical Humanities Exploration of Literature on Germs, Vampires, and Other Plagues**

*(Cross-listed as LITR 056G)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation.*

*As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.*

*Humanities.*

*1 credit.*

*Eligible for GLOBL-paired, GSST*

Catalog chapter: *Modern Languages and Literatures: German Studies*  
Department website: <https://www.swarthmore.edu/german-studies>

### **GMST 091. Topics in German Studies II**

*Topic for Fall 2022: German Voices: Identity and Multilingualism in German Culture*

*In this advanced sixth semester course we will read contemporary literature and autobiographical prose from Germany, Austria, and Switzerland in order to learn about authors' relationship with language in general, and with the German language in particular. We will look at identity construction for bilingual and multilingual authors, as well as the ways in which writers grapple with finding language to express ideas of gender and dis/ability as they contest cultural barriers.*

*Prerequisite: GMST 008 or GMST 020.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Meirosu.*

*Fall 2022. Meirosu.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 093. Directed Reading**

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

### **GMST 100. Topics in German Studies III**

*The GMST senior seminar focuses on interdisciplinary research done within German Studies and between German Studies and its adjacent disciplines (e.g. Art, Gender and Sexuality Studies, Film and Media Studies, History, Music, Philosophy, Political Science and Sociology). Since all work is done in German, GMST 90: Topics in GMST II or an equivalent course taken abroad is a requirement for the seminar. Topics change annually. Past topics have included: The Age of Goethe, German Romanticism, Wien und Berlin 1900, Uncomfortable Classics, German Media Culture.*

*Spring '22 Topic: Uncomfortable Classics - from Goethe to Grass*

*When reading texts long established in literary canons, whether national or "World Literature," the inherent conservatism of the selections often occludes their revolutionary socio-historical and aesthetic nature. In the context of their problematic content and reception, we will read texts from the late 18th century to the present. Authors include Goethe, Büchner, Hauptmann, Wedekind, Brecht, Grass, Keun, Özdamar.*

*Spring '23 Topic: Time and Narrating the Self*

*Humanities.*

*2 credits.*

*Eligible for CPLT*

*Spring 2022. Werlen.*

*Spring 2023. Meirosu.*

*Spring 2024. Simon.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

## **Eligible Courses in German Studies**

### **ARTH 005. Modern Art in Europe and the United States**

*This course surveys Western European and American art from the late 18th century to the 1960s. It introduces significant artists and art movements in their social and political contexts and also focuses attention on art historical approaches that have been developed to interpret this art, including socio-economic and feminist perspectives.*

*Humanities.*

*1 credit.*

*Eligible for GMST, GLBL-Paired*

*Fall 2021. Checa-Gismero.*

*Fall 2022. TBA.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 019. Contemporary Art**

*This survey class introduces students to key developments within art practice in Western Europe and the United States since 1950.*

*Humanities.*

*1 credit.*

*Eligible for GMST*

*Spring 2023. Staff.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **ARTH 153. Modern Architecture and Urbanism: Honors Seminar**

*This honors seminar examines the broad array of designed and built works, makers, sites, and texts that constitute modern architecture and urbanism. Students will interpret the many facets of modernism through key historical readings-both primary and secondary, canonical and revisionist; analysis of examples; and consideration of their makers, both well-known and less so. A guiding assumption is that modernism was never only one thing and had different-even sometimes opposite-intentions, manifestations, and consequences in different contexts. Yet we will follow one persistent question as a link across the semester: how did modern architects and urbanists seek to create a better world? The motivations behind and answers to this defining question of modernism were never consistent across our period of study. While centering designed objects, then, we will interrogate how people have experienced modernism differently, depending on their identities, subject positions, geographic locations, and social roles.*

*Prerequisite: Two courses in art history or permission of instructor.*

*Humanities.*

*2 credits.*

*Spring 2022. Goldstein.*

*Spring 2023. Goldstein.*

*Catalog chapter: Art and Art History*

*Department website: <http://www.swarthmore.edu/art>*

## **GMST 020. Topics in German Studies I**

*Topic F'22:*

*Literature and Cultural Context*

*This fifth semester class explores key moments in the literary history of Germany (and other German-speaking countries) by reading a series of canonical texts within their socio-cultural and historical context. The class emphasizes reading and writing skills and critical engagement with and questioning of the texts read in the class.*

*Prerequisite: GMST 008 or Placement Test Score of 550 and above.*

*Humanities.*

*1 credit.*

*Eligible for GBLB-Paired*

*Fall 2022. Werlen.*

*Fall 2023. Werlen.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

## **GMST 051. European Cinema**

*(Cross-listed as FMST 051, LITR 051G)*

*Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.*

*Humanities.*

*1 credit.*

*Eligible for FMST, GBLB-Paired*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

## **GMST 054. German Cinema**

*(Cross-listed as LITR 054G, FMST 054)*

*This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avant-garde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices.*

*Fulfills national cinema requirement for FMST.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GMST, FMST*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

## **GMST 091. Topics in German Studies II**

*Topic for Fall 2022: German Voices: Identity and Multilingualism in German Culture*

*In this advanced sixth semester course we will read contemporary literature and autobiographical prose from Germany, Austria, and Switzerland in order to learn about authors' relationship with language in general, and with the German language in particular. We will look at identity construction for bilingual and multilingual authors, as well as the ways in which writers grapple with finding language to express ideas of gender and dis/ability as they contest cultural barriers.*

*Prerequisite: GMST 008 or GMST 020.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Meirosu.*

*Fall 2022. Meirosu.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <http://www.swarthmore.edu/german-studies>*

## **GMST 100. Topics in German Studies III**

The GMST senior seminar focuses on interdisciplinary research done within German Studies and between German Studies and its adjacent disciplines (e.g. Art, Gender and Sexuality Studies, Film and Media Studies, History, Music, Philosophy, Political Science and Sociology). Since all work is done in German, GMST 90: Topics in GMST II or an equivalent course taken abroad is a requirement for the seminar. Topics change annually. Past topics have included: *The Age of Goethe*, *German Romanticism*, *Wien und Berlin 1900*, *Uncomfortable Classics*, *German Media Culture*.

Spring '22 Topic: *Uncomfortable Classics - from Goethe to Grass*

*When reading texts long established in literary canons, whether national or "World Literature," the inherent conservatism of the selections often occludes their revolutionary socio-historical and aesthetic nature. In the context of their problematic content and reception, we will read texts from the late 18th century to the present. Authors include Goethe, Büchner, Hauptmann, Wedekind, Brecht, Grass, Keun, Özdamar.*

Spring '23 Topic: *Time and Narrating the Self*

Humanities.

2 credits.

Eligible for CPLT

Spring 2022. *Werlen*.

Spring 2023. *Meirosu*.

Spring 2024. *Simon*.

Catalog chapter: *Modern Languages and Literatures: German Studies*

Department website: <https://www.swarthmore.edu/german-studies>

### **HIST 003A. Modern Europe, 1789 to 1918: Revolutionaries, Citizens, and Subjects in Europe's Long 19th Century**

*This course surveys European history from the French Revolution to the aftermath of World War I. We will explore the European revolutionary tradition, the extension of citizenship, the emergence of nationalism, and the territorial expansion of Europe. The course will hone your primary source analysis skills.*

*Recommended for teacher certification.*

Social sciences.

1 credit.

Eligible for GLBL - Paired

Fall 2021. *Brown*.

Catalog chapter: *History*

Department website: <http://www.swarthmore.edu/history>

### **HIST 034. Varieties of Zionist Thought: Judaism, Nationalism, Antisemitism, and the Jewish Question**

*(Cross-listed as RELG 060)*

*This course focuses on political expressions of Jewish identity since the late nineteenth century through an exploration of the central texts of Zionist thought. It integrates biblical, rabbinic, and medieval Jewish texts about Jerusalem, the idea of Zion, and the centrality of the Land of Israel to provide historical context and background. We ask: what are the ways select Jewish sources from antiquity to modernity have grappled with varied attitudes toward land, political sovereignty, and national identity in the Diaspora.*

Social sciences.

1 credit.

Eligible for GMST.

Fall 2021. *Kessler. Weinberg*.

Catalog chapter: *History*

Department website: <http://www.swarthmore.edu/history>

### **HIST 037. The Holocaust: History, Representation, and Culture**

*(Cross-listed as LITR 037G, GMST 037)*

*This course explores the roots of Nazism, the implementation of the Final Solution, the legacy of the Holocaust on European society, and the representation of the Holocaust through an interdisciplinary approach that relies on primary sources, historical scholarship, memoirs, poetry, painting, and film.*

Social sciences.

*1 credit.*

*Eligible for GMST, PEAC*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 116. European Intellectual History: Rethinking the Scientific Revolution**

*Centered on the Scientific Revolution, this course will explore how politics, culture, religion and empire shaped the intellectual history of Europe from the Renaissance to the Enlightenment.*

*Social sciences.*

*2 credits.*

*Spring 2022. Azfar.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **MUSI 006B. Music and War**

*This course will explore the various contexts and motivations for music making during the Holocaust and World War II era. In the universe of the Nazi ghettos and concentration camps, music was a vehicle for transmitting political rumors, controversies, stories, and everyday events as well as a form of spiritual resistance. In the broader context of war, it was used for political and nationalist agendas. This course will draw on a wide range of music, from folk songs and popular hit tunes to art music intended for the concert stage.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Milewski.*

*Fall 2022. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **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).*

*No prior knowledge of music is assumed.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 022. 19th-Century European Music**

*This survey considers European art music against the background of 19th-century Romanticism and nationalism. Composers to be studied include Beethoven, Schubert, Chopin, Berlioz, Robert and Clara Schumann, Wagner, Verdi, Brahms, Dvorak, Musorgsky, and Chaikovsky. Prerequisite: MUSI 011 or the equivalent.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GBL- Paired*

*Fall 2021. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **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.

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GLBL-Paired*

*Fall 2022. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 049. Marx, Nietzsche, and Freud**

*This course will examine the work of three 19th century "philosophers of suspicion" who instigated modern exploration into what conditions our reality, thus raising questions about how the embodied, human subject emerges out of and experiences a social reality that informs the subject in specific ways. Their investigations into one's understanding of reality as impacted by class position (Marx), one's understanding of truth as the effect of will-to-power (Nietzsche), 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.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GMST*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **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, Irigaray, and Deleuze to place contemporary themes of poststructuralist thought in the context of the phenomenological and existential tradition out of which they emerge.*

*Humanities.*

*2 credits.*

*Eligible for INTP, GMST*

*Spring 2023. Lorraine.*

*Fall 2023. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **POLS 031. Borders and Migration (CP)**

*This course, taught in Philadelphia, offers an introduction to the causes and consequences of international migration and examines the political responses of different national communities to the phenomenon. In the first part of the course we will explore why and how people move from one country to another and analyze the strategies through which states attempt to manage mobility and exercise control over their territories.*

*Students will learn about patterns of regular and irregular migration, including economic and undocumented migrants, refugees, and asylum seekers. We will also interrogate the efficacy of border walls and other strategies of containment and control. In the second part of the course we consider how migration transforms both sending and receiving countries and evaluate how countries accommodate (or fail to accommodate) newcomers to their territories. The growing ethnic, religious, and linguistic diversity generated by international migratory flows has spawned fierce debates over national identity, social cohesion, and political stability. In order to make sense of these debates, we will analyze different regimes of immigrant integration, incorporation, and assimilation and evaluate the meaning of citizenship, social membership, and belonging. Classroom meetings will be supplemented with outside lectures and field trips in Philadelphia to observe immigration hearings and to meet with NGOs and community organizations working on issues surrounding migrant rights and refugee re-settlement. This course will be taught in Philadelphia as part of the Tri-Co Philly Program.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Core; INTP eligible; PEAC eligible*

*Spring 2022. Balkan*

*Fall 2022. Balkan.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 059. Middle East Politics (CP)**

*This course offers an introduction to the politics of the Middle East and North Africa from World War I to the present. As a region that is popularly perceived as an arena for intractable ethnic and religious conflict, authoritarian political regimes, and social and economic underdevelopment, the Middle East has long been a critical site in global affairs. Recent events such as the toppling of long-standing governments in places like Egypt, Tunisia, and Libya during the so-called "Arab Spring," the electoral successes of Islamist political parties in countries with a history of secular rule such as Turkey, and the repercussions of the on-going civil war in Syria, including the displacement of millions of persons, renewed bids for Kurdish autonomy, and the rise of ISIS have raised new and pressing questions about the future of the region. This course aims to help students contextualize and better understand the current political climate by tracing the roots of these conflicts to the longer history of state and nation formation in the Middle East. Throughout the semester students will learn about political, economic, social, and cultural developments within a number of countries in the Middle East and North Africa. Topics covered include colonialism, imperialism, and nationalism, political Islam, revolutions and social movements, the Arab Spring, and U.S. involvement in the region. No prior knowledge of the Middle East is necessary.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 079. Islam, Race, and Empire (CP)**

*Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.*

*Comparative*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Core, GMST, ISLM, INTP, GSST*

*Spring 2023. Balkan.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **Seminars**

*German seminars (Topics in German Studies III, GMST 100+) are scheduled on an annually rotating schedule. Preparation of topics for honors may be done by particular courses plus attachments only when seminars are not available. Recurring Topics of German Studies Seminars include: Age of Goethe, Wien und Berlin 1900, German Television, German Romanticism, Die deutsche Romantik, German Short Prose, Uncomfortable Classics - from Goethe to Grass*

*Note. Students enrolling in a seminar are expected to have done the equivalent of at least one course beyond the GMST 020 level.*

## **GMST 100. Topics in German Studies III**

*The GMST senior seminar focuses on interdisciplinary research done within German Studies and between German Studies and its adjacent disciplines (e.g. Art, Gender and Sexuality Studies, Film and Media Studies, History, Music, Philosophy, Political Science and Sociology). Since all work is done in German, GMST 90: Topics in GMST II or an equivalent course taken abroad is a requirement for the seminar. Topics change annually. Past topics have included: The Age of Goethe, German Romanticism, Wien und Berlin 1900, Uncomfortable Classics, German Media Culture.*

*Spring '22 Topic: Uncomfortable Classics - from Goethe to Grass*



*When reading texts long established in literary canons, whether national or "World Literature," the inherent conservatism of the selections often occludes their revolutionary socio-historical and aesthetic nature. In the context of their problematic content and reception, we will read texts from the late 18th century to the present. Authors include Goethe, Büchner, Hauptmann, Wedekind, Brecht, Grass, Keun, Özdamar.*

*Spring '23 Topic: Time and Narrating the Self  
Humanities.*

*2 credits.*

*Eligible for CPLT*

*Spring 2022. Werlen.*

*Spring 2023. Meirosu.*

*Spring 2024. Simon.*

*Catalog chapter: Modern Languages and Literatures: German Studies*

*Department website: <https://www.swarthmore.edu/german-studies>*

## Modern Languages and Literatures: Japanese

*Courses*

### Faculty

**JOHN BUNDSCHUH, Visiting Assistant Professor**

**WILLIAM O. GARDNER, Professor, Section Head**

**YOSHIKO JO, Senior Lecturer**

**ATSUKO SUDA, Senior Lecturer**

### The Academic Program

*Courses in Japanese language, literature, and culture may be combined with courses taken at Haverford, Bryn Mawr and with study abroad toward a special major or a minor in Japanese or may be counted toward a major or minor in Asian studies (see Asian Studies). Interested students should consult with the section head of Japanese or with the chair of Asian studies.*

### First Course Recommendations

*JPNS 001. First-Year Japanese. JPNS 001 is the beginning of our language sequence and open to all students; no previous experience is necessary and students are encouraged to begin JPNS 001 in their Freshman year. A placement exam is not required to register for JPNS 001.*

*JPNS 018. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fiction is a good entry point for students interested in Japanese cultural studies and wishing to gain experience in narrative and visual analysis. No background in Japanese language is required.*

*JPNS 022. Introduction to Japanese Linguistics is a good course for students seeking to deepen their knowledge of the structure of Japanese language and explore various aspects of Japanese linguistics. Completion of JPNS 001 or instructor's permission is required.*

*JPNS 024. Japanese Film and Animation introduces the fundamentals of film analysis and explores both the history of Japanese film and animation and their broader historical and cultural context. Students will gain experience in both written film analysis and in-class presentations. No background in Japanese language is required.*

## Special Majoring and Minor in Japanese

*Students may construct a special major in Japanese, featuring intensive study in Japanese language, literature, and culture. Japanese special majors will complete their coursework through a combination of study at Swarthmore, courses at Haverford or Bryn Mawr, and study abroad. Students interested in a Japanese special major or minor should consult with the section head of Japanese as soon as possible.*

*Students seeking a broader exposure to East Asian society and culture may consider a Japanese concentration within the Asian studies major. Students who wish to concentrate on linguistics rather than Japanese literature and culture may construct a special major in Japanese Language and Linguistics, or use Japanese as one of the two languages counting towards the Special Major in Linguistics and Languages as described below. Students wishing to pursue this possibility should consult with the Japanese section head.*

## Special Major in Japanese Language, Literature and Culture

*At least 10 total credits starting with 001, including at least one credit outside the department, are required for a special major in Japanese. Special majors should complete the following sequence of language courses: JPNS 001, 002, 003, 004, 012, 012A, 013, 019, 020 or their equivalent. Japanese special majors are strongly encouraged to study abroad in a program approved by the section; transfer credits normally may be counted toward the special major.*

*Special majors should complete at least two courses on Japanese literature and culture of level 015 and higher (in addition to JPNS 019 and 020), and at least two additional courses of level 30 and higher, or their equivalent in coursework outside the department. Students are encouraged to combine their study of Japanese literature and culture with coursework in Japanese linguistics, history, anthropology and sociology, religion, art, music, economics, political science, education, comparative literature, and other related fields within the tri-college consortium. At least two courses on Japanese literature and culture should normally be taken within the department, including courses on Japanese linguistics offered within the department.*

*All special majors will complete a culminating project.*

## Special Major in Linguistics and Languages

- 1. Complete the Linguistics course requirements outlined by the Linguistics Department.*
- 2. For students using Japanese as one of their two languages for this special major, complete one course numbered 004 or above and two courses numbered 011 or above. No 0.5 credit courses may be counted towards this requirements. The language of instruction for courses filling this requirement should be Japanese.*

## Minor in Japanese

*A minimum of 5 credits numbered 004 and above is required for the course minor. At least one credit must be taken in Japanese literature, linguistics, film or culture in translation, either in coursework offered by the Japanese section or its equivalent in coursework outside of Swarthmore, with the approval of the section. A minimum of 3 credits should be taken at Swarthmore.*

*The section strongly encourages study abroad in a section-approved program; transferred credits normally may be counted toward the minor. One credit may be earned from another department on a Japan-related subject with the approval of the section.*

## Honors Special Majors and Minors in Japanese

*Honors study for qualified students may be substituted for the culminating project in the major. Students are encouraged to consult with the Japanese section head to discuss Honors special majors and honors minors.*

## Japanese Courses

### **JPNS 001. First-Year Japanese**

*Students who start in the JPNS 001-002 sequence must complete 002 to receive credit for 001.*

*This intensive introduction to Japanese develops the four language skills of speaking, writing, listening, and reading. The spoken component will cover both formal and casual forms of speech; the written component will introduce the hiragana and katakana syllabaries; and about 200 kanji characters.*

*Humanities.*

*1.5 credits.*

*Fall 2021. Staff. Staff.*

*Fall 2022. Staff. Staff.*

*Fall 2023. Staff. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 002. First-Year Japanese**

*Students who start in the JPNS 001-002 sequence must complete 002 to receive credit for 001.*

*This intensive introduction to Japanese develops the four language skills of speaking, writing, listening, and reading. The spoken component will cover both formal and casual forms of speech; the written component will introduce the hiragana and katakana syllabaries; and about 200 kanji characters.*

*Humanities.*

*1.5 credits.*

*Spring 2022. Gardner. Staff.*

*Spring 2023. Staff. Staff.*

*Spring 2024. Staff. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 003. 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. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001-JPNS 002.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Fall 2021. Staff. Staff.*

*Fall 2022. Staff. Staff.*

*Fall 2023. Staff. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 004. Second-Year Japanese**

*Combines intensive oral practice with writing and reading in the modern language. The course attempts to increase students' expressive ability through the introduction of more advanced grammatical patterns and idiomatic expressions. The course will introduce approximately 300 new kanji characters in addition to the 200 covered in JPNS 001-JPNS 002.*

*Humanities.*

*1.5 credits.*

*Eligible for ASIA*

*Spring 2022. Bundschuh. Jo.*

*Spring 2023. Staff. Staff.*

*Spring 2024. Staff. Staff.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 007. Chinese/Japanese Calligraphy**

*(Cross-listed as CHIN 007)*

*Calligraphy is the art of beautiful handwriting. This course will introduce students to the importance of calligraphy in East Asian Culture. In*

addition to being a valuable cultural skill, calligraphy is also a process of self-cultivation and self-expression, which reflects the mind-set of the writer. Thus, students will have the opportunity to learn Chinese/Japanese characters not only as linguistic symbols but also as cultural emblems and as an art form. Course objectives include learning to appreciate the beauty of Chinese/Japanese calligraphy, experiencing calligraphy by writing with a brush and ink, and studying various philosophies of calligraphy. In addition to learning several different calligraphic scripts, students will be introduced to the origin, evolution, and aesthetic principles of the Chinese and Japanese writing systems, as well as calligraphy's close connections with painting and poetry. Persistent hands-on practice will be required of all students; course work will include in-class practice, individual/group instruction, reading assignments, and take-home assignments. This class is open to all students and has no language requirement. Due to the course's practicum component, enrollment will be limited by lottery to 10 students. Students who are also enrolled in ARTH 034 (Colloquium: East Asian Calligraphy) will receive priority in the lottery.

Can be repeated for credit.

0.5 credit.

Eligible for ASIA

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 008. Extensive Reading in Japanese**

This course will offer students an opportunity to develop their Japanese readings skills through free readings of Japanese materials (stories, non-fiction, manga, etc.) gathered at McCabe Library. The course will follow the Extensive Reading or Graded Reading methodology, which encourages students to build their reading ability through exposure to a broad variety of texts with minimal use of dictionaries, with the assistance and supervision of the Japanese instructor. The course is open to all students of Introduction to Japanese (JPNS 002) level and above.

0.5 credit.

Eligible for ASIA

Spring 2022. Jo.

Spring 2023. Jo.

Spring 2024. Jo.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 010. Topics in Japanese: Japanese Food Cultures**

This course is designed to help students at the intermediate and advanced levels of Japanese acquire greater proficiency in Japanese language while gaining knowledge of Japan through food culture. In addition, this course aims to help students acquire skills to become independent learners who can continue their study of Japanese independently. We will study aspects of Japanese food culture such as the differences between food in East Japan and West Japan and the history of the lunch box. Moreover, students interested in cooking can learn to cook some Japanese food on their own. This course is for students who are currently enrolled in or have completed JPNS 004 or its equivalent.

Humanities.

0.5 credit.

Eligible for ASIA

Fall 2023. Naito.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

### **JPNS 012. Third-Year Japanese**

These courses aim to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. They will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. These courses will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.

Prerequisite: JPNS 004 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the Placement Exam.

Recommended: Concurrently with JPNS 012A; provides additional opportunities for application and extension of newly acquired skills.

Humanities.

1 credit.

Eligible for ASIA

Fall 2021. Staff.

Fall 2022. Staff.

Fall 2023. Staff.  
Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 012A. Japanese Conversation**

*This course aims to improve students' command of spoken Japanese at the intermediate level.  
Can be repeated for credit.  
Prerequisite: Completion of JPNS 004 or permission of the instructor.  
0.5 credit.*

*Eligible for ASIA  
Fall 2021. Staff.  
Fall 2022. Staff.  
Fall 2023. Staff.  
Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 013. Third-Year Japanese**

*These courses aim to lead Japanese students into the intermediate-advanced level, deepening students' exposure to Japanese culture through the study of authentic materials and the application of language skills in diverse linguistic contexts. They will combine oral practice with reading, viewing, and discussion of authentic materials including newspaper articles, video clips, and literary selections. Students will continue to develop their expressive ability through use of more advanced grammatical patterns and idiomatic expressions, and will gain practice in composition and letter writing. These courses will introduce approximately 300 new kanji characters in addition to approximately 500 covered in first- and second-year Japanese.*

*Prerequisite: JPNS 012 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Recommended: Concurrently with JPNS 013A; provides additional opportunities for application and extension of newly acquired skills.  
Humanities.*

*1 credit.  
Eligible for ASIA  
Spring 2022. Suda.  
Spring 2023. Staff.  
Spring 2024. Staff.  
Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 019. Fourth-Year Japanese**

*This fourth-year level course aims to develop students' advanced language proficiency in reading, writing, listening, and speaking, through examination and discussion of a variety of authentic materials on selected topics such as literature, language, history, education and society.  
Readings and discussion will be in Japanese.*

*Prerequisite: JPNS 013 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Humanities.  
1 credit.  
Eligible for ASIA  
Fall 2021. Staff.  
Fall 2022. Staff.  
Fall 2023. Staff.  
Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>*

### **JPNS 020. Fourth-Year Japanese**

*This fourth-year level course aims to develop students' advanced language proficiency in reading, writing, listening, and speaking, through examination and discussion of a variety of authentic materials on selected topics such as literature, language, history, education and society.  
Readings and discussion will be in Japanese.*

*Prerequisite: JPNS 019 or students must pass a placement exam to establish equivalent language skills. They should contact the instructor or the Japanese Section Head to arrange to take the placement exam.*

*Humanities*

*1 credit.*

*Eligible for ASIA.*

*Spring 2022. Jo.*

*Spring 2023. Jo.*

*Spring 2024. Jo.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 022. Introduction to Japanese Linguistics**

*(Cross-listed as LING 022)*

*This course introduces various aspects of Japanese linguistics, such as Japanese phonetics, phonology, morphology, syntax, and pragmatics. Through obtaining theoretical insights on the structural organization of the Japanese language and examining linguistic data, the course aims to broaden students' knowledge of the structural aspects of the language and to cultivate their ability to analyze linguistic facets of Japanese communicative culture.*

*In class, we will go over the main concepts and data analyses from weekly readings and discuss relevant data, questions, and counter-examples, while going over study questions and exercises. Students are encouraged to share their own experiences and compare the Japanese linguistic structures and communicative practices with those of English and other languages.*

*Students who take this class will develop their understanding of the differing layers of the Japanese language by solving concrete linguistic problems, enhance their ability to learn new grammatical structures in the Japanese language by analyzing them linguistically, and receive guidance in producing an objective linguistic analysis of a facet of the Japanese language.*

*Readings and discussion will be in English.*

*Prerequisite: Completion of JPNS 001 or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Spring 2022. Bundschuh.*

*Spring 2024. Bundschuh.*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <https://www.swarthmore.edu/japanese>*

## **JPNS 024. Japanese Film and Animation**

*(Cross-listed as LITR 024J, FMST 057)*

*This course offers a historical and thematic introduction to Japanese cinema, one of the world's great film traditions. Our discussions will center on the historical context of Japanese film, including how films address issues of modernity, gender, and national identity. Through our readings, discussion, and writing, we will explore various approaches to film analysis, with the goal of developing a deeper understanding of formal and thematic issues. A separate unit will consider the postwar development of Japanese animation (anime) and its special characteristics. Screenings will include films by Ozu, Mizoguchi, Kurosawa, Imamura, Kitano, and Miyazaki.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Catalog chapter: Modern Languages and Literatures: Japanese*

*Department website: <http://www.swarthmore.edu/japanese>*

## **JPNS 025. Contemporary Japanese Literature and Film.**

*Cross-listed as LITR 025J*

*This course will explore the confluence of literary and cinematic imagination with contemporary Japanese social and historical currents through an examination of works by Japanese writers and filmmakers active today--primarily works created in the 21st Century. Themes considered will include youth culture and urban life; precarity and social critique through the lenses of class, ethnicity, and gender; and disaster and dystopia.*

*Writers encountered will include Murakami Haruki, Kirino Natsuo, Kawakami Mieko, Murata Sayaka, Ogawa Yoko, and Tawada Yoko; filmmakers will include Koreeda Hirokazu, Anno Hideaki, Sono Sion, and Shinkai Makoto. No prerequisites; the class will be conducted in English and all works will be available in English translation or with English subtitles.*

*HU.*

1 credit.

Fall 2022. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

### **JPNS 036. Environment, Cultural Memory, and Social Change in Japan**

(Cross-listed as PEAC 036, ENVS 047)

*This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.*

Humanities.

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner. Crossan.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

### **JPNS 041. Fantastic Spaces in Modern Japanese Literature**

(Cross-listed as LITR 041J)

*As Japanese society has transformed rapidly in the 20<sup>th</sup> 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 story-telling 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 mysteries by such authors as Tanizaki Junichirō, Edogawa Rampo, Kurahashi Yumiko, and Murakami Haruki. Readings are in English; no previous background in Japanese language or culture is required.*

Humanities.

Writing course.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 053. Classical Japanese Literature and Language Change.**

*This course serves as an introduction to both Classical Japanese literature and the history of the Japanese language. Students will read selections of Classical Japanese texts in English with optional modern and classical Japanese renditions provided. Each class we will first discuss the content and relevance of the assigned reading before delving into passages from the original text to examine the linguistic structures of earlier Japanese and consider how the language has changed over time.*

Prerequisites: JPNS002 or permission from instructor.

HU.

1 credit.

Fall 2022. Bundschuh.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

### **JPNS 073. Transnational Japanese Literature: Diversity and Diaspora in Modern Japanese Literature**

Cross-listed with LITR 073J

*This seminar-style course will challenge the myths of Japanese ethnic homogeneity and cultural isolation and will explore how modern "Japanese"*

literature crosses national and cultural borders. Topics to be examined include Japanese authors writing from abroad, colonial and postcolonial literatures, migration and writing in the Japanese diaspora, and the writings of ethnic minorities in Japan, including writers from Okinawa and Japan's resident Korean community. Readings and discussion will be in English but students with reading knowledge of Japanese will be encouraged to read works in the original.

Humanities.

1 credit.

Eligible for CPLT, ASIA, INTP, GLBL-paired.

Fall 2021. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

### **JPNS 094. Independent Study**

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 096. Japanese Thesis**

Humanities.

Writing course.

1 credit.

Fall 2021. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

## **Japanese Courses Not Currently Offered**

### **JPNS 018. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

(Cross-listed as LITR 018FJ, FREN 018)

This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

### **JPNS 022. Introduction to Japanese Linguistics**

(Cross-listed as LING 022)

This course introduces various aspects of Japanese linguistics, such as Japanese phonetics, phonology, morphology, syntax, and pragmatics. Through obtaining theoretical insights on the structural organization of the Japanese language and examining linguistic data, the course aims to broaden students' knowledge of the structural aspects of the language and to cultivate their ability to analyze linguistic facets of Japanese communicative culture.

In class, we will go over the main concepts and data analyses from weekly readings and discuss relevant data, questions, and counter-examples, while going over study questions and exercises. Students are encouraged to share their own experiences and compare the Japanese linguistic structures and communicative practices with those of English and other languages.

Students who take this class will develop their understanding of the differing layers of the Japanese language by solving concrete linguistic problems, enhance their ability to learn new grammatical structures in the Japanese language by analyzing them linguistically, and receive



guidance in producing an objective linguistic analysis of a facet of the Japanese language.

Readings and discussion will be in English.

Prerequisite: Completion of JPNS 001 or permission of the instructor.

Humanities.

1 credit.

Eligible for ASIA

Spring 2022. Bundschuh.

Spring 2024. Bundschuh.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

## **JPNS 051. Japanese Poetry and Poetics**

(Cross-listed as LITR 051J)

Japanese poetic forms such as haiku, renga, and tanka have had a great impact on modern poetry across the world, and have played a central role in the development of Japanese literature and aesthetics. This course will examine Japanese poetry from its roots in ancient oral tradition through the internet age. Topics include the role of poetry in courtship, communication, religion, and ritual; orality and the graphic tradition; the influence of poetic models from China and the West; social networks and game aesthetics in renga linked poetry; and haiku as a worldwide poetic form. Course projects will include translation and composition in addition to analytical writing. Readings will be in English, and there are no language requirements or other prerequisites; however, the course will include a close examination of Japanese poetic sound, syntax, meter, and diction, or how the poems "work" in the original language.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

## **JPNS 074. Japanese Popular Culture and Contemporary Media**

(Cross-listed as LITR 074J)

Japanese popular culture products such as manga (comics), anime (animation), television, film, and popular music are an increasingly vital element of 21st-century global culture, attracting ardent fans around the world. In this course, we will critically examine the postwar development of Japanese popular culture, together with the proliferation of new media that have accelerated the global diffusion of popular cultural forms. Engaging with theoretical ideas and debates regarding popular culture and media, we will discuss the significance of fan cultures, including the "otaku" phenomenon in Japan and the United States, and consider how national identity and ethnicity impact the production and consumption of popular cultural products. We will also explore representations of technology in creative works, and consider the global and the local aspects of technological innovations, including the internet, mobile phones, and other portable technology. Readings and discussion will be in English. The course will be conducted in a seminar format with student research and presentations comprising an important element of the class. Previous coursework in Japanese studies or media studies is recommended but not required.

Humanities.

1 credit.

Eligible for ASIA, FMST

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <http://www.swarthmore.edu/japanese>

## **JPNS 075. Japanese Modernism**

(Cross-listed as LITR 075J)

A lively and cosmopolitan modernist literature and art scene thrived in early 20th Century Japan, as cities such as Tokyo and Osaka grew rapidly, and writers and artists established connections with their counterparts across the globe. During the same decades, stylish "modern girls" and "modern boys" in Japanese cities were hailed in the press as avatars of newly liberated lifestyles and fashions, or derided by conservatives as the dupes of corrupt Western influences. This course will explore Japanese modernist literature, its global connections, and its social context, using a seminar format. Topics include: Japanese avant-garde literature, film, and art; gender, sexuality, and modernism; the politics and aesthetics of "modern" life and lifestyles; socialist and anarchist literature; "ero-guro-nonsense" as subversive literature; wartime censorship and propaganda; and Japanese influences on global modernisms. Readings and discussion will be in English; students with advanced Japanese reading ability are encouraged to read the texts in the original.

Humanities.

1 credit.

Eligible for ASIA

Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>

### **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.*

*Humanities.*

*1 credit.*

Catalog chapter: *Modern Languages and Literatures: Japanese*  
Department website: <http://www.swarthmore.edu/japanese>

## **Modern Languages and Literatures: Literatures in Translation**

### **Literatures in Translation**

*Students who are already proficient in a particular foreign language are urged to select an appropriate literature/culture course taught in the original language. LITR courses provide students with the opportunity to study cultural material that they cannot read in the original and often to study literature in a comparative context.*

*In some language programs, these courses cannot be substituted for the introductory course sequence between 010 and 020 to satisfy departmental prerequisites for a major or minor in the original languages, but many of these courses can satisfy the 8 credit requirement of a foreign literature/studies major as each section specifies.*

### **Literatures in Translation Courses**

#### **LITR 005R. First Year Seminar: Back to the Future: Contemporary Russian Culture and Society**

*(Cross-listed as RUSS 005)*

*Hailed as the "end of history" and "the greatest geopolitical tragedy of the 20th century," the fall of the Soviet Union forced Russia to reconcile a past that had long been suppressed with a present reality full of possibility. We'll discuss works that address contemporary issues (Putinism, protests, refugees, corruption) and resurrect historical traumas (WWII, Stagnation, Soviet anti-Semitism, the Leningrad Siege) to understand Russia today. We will also have the opportunity to speak with some of the authors we'll be reading.*

*FYS and W. Taught in translation. No knowledge of Russian required. Open to all.*

*Humanities.*

*W*

*1 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://swarthmore.edu/russian>

#### **LITR 007. Berlin and Beyond: Cultural Trends and Current Affairs**

*(Cross-listed as GMST 007)*

*This half-credit course invites students to explore the urban culture of Berlin, a European hotspot for politics, the arts, media, high-tech start-ups, and clubbing. Venturing beyond the capital, students then examine facets of Germany's contemporary cultural, social, and political landscape.*

*Students will help select specific topics for readings, discussions, and presentations, and participants interested in developing their German language skills will have the opportunity to engage with relevant texts and media in German. Taught in English.*

*.5 credit.*

*Eligible for GMST*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*  
Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 013R. The Meaning of Life and the Russian Novel**

*(Cross-listed as RUSS 013)*

*This course surveys the nineteenth-century Russian novel and some of its main themes.*

*Taught in translation. No knowledge of Russian language or culture required.*

*Humanities.*

*1 credit.*

*Eligible for RUSS*

*Fall 2021. Staff.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 014R. The Russian Novel: Revolution, Terror and Resistance**

*(Cross-listed as RUSS 014)*

*What does a culture look like after it undergoes a series of revolutions-sexual, linguistic, political-in short succession? To answer this question, this course surveys the Russian novel from the years leading up to the Bolshevik Revolution, through the Soviet period, and into the post-Cold War era. We will consider literary, social, and historical contexts and will address such issues as revolution, repression, emigration, trauma, forms of resistance, and the artist's role in society. Works include Zamiatin's *We*, Olesha's *Envy*, Nabokov's *The Gift*, Bulgakov's *Master & Margarita*, Tertz's *The Trial Begins*, Sokolov's *Between Dog & Wolf*, Petrushevskaya's *Time: Night*, and Shishkin's *Maidenhair*. Taught in translation. No previous knowledge of Russian language or culture required.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-paired.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **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).*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 017CH. History of Chinese Theater**

*(Cross-listed as CHIN 017)*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 017FA. First Year Seminar: Literature and Medicine**

*(Cross-listed as FREN 017A)*

*Portrayals of doctors provide a great opportunity to discover some classic works of French Literature, including Molière's *The Imaginary Invalid*, Flaubert's *Madame Bovary*, Proust's *Swann's Way*, and Albert Camus' *The Plague*. Other authors studied are Montaigne and Diderot. Students focus their discussions on the relationship with patients when these are seen as both human beings and objects of science. Another topic of interest is how literature can be viewed as therapeutic. Throughout the seminar, we try to understand what had made these works original in their times and a source of admiration up to our days. Texts and discussions in English.*

*Humanities*

*1 credit.*

*Eligible for INTP*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 017FB. First-Year Seminar: Forms of Exile in the Francophone World**

*(Cross-listed as FREN 017B)*

*Exile can be a multi faceted transnational, cultural, political, social journey, which often affect the vision of the here and there of individuals and populations seeking a better life, some type of asylum, a change of landscape, etc. Through readings of (poems, prose, plays, songs, etc.) French writers and artists from the Hexagon and beyond, we will examine issues such as freedom, resistance, social identity, dreams, hopes, differences, transfer of roles, displacement, abandonment, borders, memory, creation, etc., as expressed by Apollinaire, Baudelaire, DuBellay, Césaire, Hugo, Kacimi, Lahens, Levi-Strauss, Ollivier, Saint-John-Perse, Schwarz-Bart, Tadjou, Verlaine, among others.*

*Humanities.*

*1 credit.*

*Eligible for INTP, BLST*

*Catalog chapter: Modern Languages and Literatures: French and Francophone Studies*

*Department website: <https://www.swarthmore.edu/french-francophone-studies/courses>*

### **LITR 017FC. First Year Seminar: Contemporary French Graphic Novels**

*(Cross-listed as FREN 017C)*

*This course examines how contemporary graphic novels in French and their aesthetic innovations have helped translate and magnify serious and pressing questions that continue to shape political and social life in France and the world at large.*

*Our readings will address themes ranging from the colonial legacy and the wars in the Middle East to the quest for visibility by immigrants and LGBTQ individuals. Finally, we will analyze how visual adaptations-whether cinematic adaptations of graphic novels or graphic adaptations of movies and novels-reshape their original sources and adapt them to a new purpose.*

*(Conducted in English. Texts in Translation).*

*Humanities.*

*1 credit.*

*Eligible for FREN*

*Fall 2022. Gueydan-Turek.*

*Spring 2024. Gueydan-Turek.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>*

### **LITR 017FD. First Year Seminar: The French Philosophical Novel**

*(Cross-listed as FREN 017D)*

*From the eighteenth century to the present day, French literature has a rich tradition of authors who are at once novelists and philosophers. From the Enlightenment tales of Voltaire and Diderot, to the materialist metaphysics underlying Balzac's Realism, to the existentialist works of Sartre and Beauvoir, to the relational ontology of Glissant's postcolonial literary universe, several of the central figures of French letters have turned to the novel both as a platform for showcasing their philosophical systems and as a vessel to give shape and meaning to these very*

systems. The following course proposes to study the interdependence between the novelistic and philosophical enterprises of these authors in order to explore fundamental questions tied to knowledge, identity, and justice. Authors include: Voltaire, Diderot, Balzac, Gide, Camus, Sartre, Beauvoir, Glissant.

(Conducted in English. Texts in Translation.)

Humanities.

1 credit.

Eligible for FREN

Spring 2023. Robison.

Fall 2023. Robison.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>

### **LITR 017G. First Year Seminar: Testimonial Literature**

(Cross-listed as GMST 017)

This course explores the notion of testimony as an important aspect of a literature of resistance. We investigate how testimony intertwines with questions of writing and truth, and creates a response to cultural violence. Students read theories and literature of resistance and testimony in a wide-ranging selection of time periods and cultures, from the formation of a philosophical and religious idea of testimony in antiquity (Greek and Judeo-Christian traditions) to its later development in the theories of Emmanuel Levinas. We will also study the emergence of the literary notion of testimony by analyzing works of poetry, narrative, and film, with a particular focus on Jewish responses to the Shoah, and Latin American and Latino responses to political and social repression.

Humanities.

1 credit.

Eligible for PEAC

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/german-studies>

### **LITR 017R. First-Year Seminar: Love and Sex in Russian Literature**

(Cross-listed as RUSS 017)

Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern of love and sex. We will read significant and provocative works from traditional folk tales through the 21st century to discuss their construction of these most "natural" impulses—and how they imagine the relationship of human attraction to art, politics and philosophy.

Humanities.

Writing course.

1 credit.

Eligible for GSST

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 018FJ. Manga, Bande Dessinée, and the Graphic Novel: A Transnational Study of Graphic Fictions**

(Cross-listed as JPNS 018, FREN 018)

This course provides an introduction to the study of three of the most important contemporary graphic literary forms - manga, bandes dessinées, and the graphic novel - and the national and transnational traditions with which they have become associated. Through a careful study of major artists and key works from Japan and the Francophone world, we explore the particular histories, aesthetic evolutions, and social impact of these sequential art forms, both in their specific places of origin and across the globe. We consider how these graphic fictions have managed to mirror and refract major issues of historical trauma, technology and violence, as well as how they question representations of gender, class, race and ethnicity, even as they wield a form of "soft power." The transnational impact that some works have played will also be explored through a comparative analysis of local and global dissemination, transnational fan communities, non-Japanese-language manga, and transindustrial exchanges. Texts and discussions in English. Students with knowledge of French and/or Japanese may read the works in the original.

There is a 0.5 credit French Attachment for students reading in French (FREN 018A).

Humanities.

1 credit.

Eligible for GLBL-Paired

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 021G. Artificial Humans in German Culture**

*This fifth semester course explores the uneasy relationship of humans with technology, including the most prominent forms of artificial intelligence present throughout centuries of cultural production in German-speaking territories: golems, alrauns, homunculi, automata, clones, cyborgs, artificial humans. Students will learn that many of the current challenges posed by technological developments, and particularly by artificial intelligence, are not unique to the twentieth and twenty-first centuries. Class discussions, as well as short class presentations, will support students' efforts to learn and correctly use the necessary vocabulary. Weekly language games will help students retain vocabulary, review grammar, and learn new structures. Students will learn how to write an essay by producing several drafts and improving them. Students will engage literature, music, visual art and media, as well as current newspaper articles. This course serves as the introduction to the interdisciplinary field of German Studies.*

*Humanities.*

*0.5 credit.*

*Fall 2023. Meirosu.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 021GA. Artificial Humans in German Culture-Attachment**

*.5 credit.*

*Fall 2023. Meirosu.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 021R. Dostoevsky (in Translation)**

*(Cross-listed as RUSS 021)*

*Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work inspired Nietzsche, Freud, Woolf, and others and continues to exert a profound influence on thought in our own society to the present. Dostoevsky confronts the "accursed questions" of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic, philosophical, and social questions through texts from throughout Dostoevsky's career. Students with knowledge of Russian may read some or all of the works in the original.*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 023CH. Modern Chinese Literature: A New Novelistic Discourse (1918-1948)**

*(Cross-listed as CHIN 023)*

*Modern Chinese literary texts created between 1918 and 1948, presenting a series of political, social, cultural, and ideological dilemmas underlying 20th-century Chinese history. The class will discuss fundamental issues of modernity and new literary developments under the impact of the May Fourth Movement. No previous preparation in Chinese required. All texts are in English translation, and the class is conducted in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Fall 2022. Staff.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 023R. The Muslim in Russia**

*(Cross-listed as RUSS 023)*

*The long and strong relationship of Russia and Islam has been neglected in scholarship until recently. This course will examine texts (and films) spanning more than a thousand years, to introduce actual interactions of Russians and Muslims, images of Muslims in Russian literature (and a few Muslim images of Russia), the place of Muslim writers in Soviet literature, and the current position of Muslims in Russia and in Russian discourse.*

Humanities.

1 credit.

Eligible for ISLM

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **LITR 024CH. History of Chinese Literature: Fiction and Drama**

(Cross-listed as CHIN 024)

This course surveys major narrative and genres, forms and works from the Yuan dynasty (1271-1368) through the early twentieth century with an emphasis on fiction and drama. Readings consist of both primary texts in English translation and secondary critical works. Issues to be emphasized include print history and format (including illustration), performance context, the relationship between oral and written, vernacular and classical storytelling, the invention of Chinese literary history as a discipline in the Republican period.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

## **LITR 025A. War in Arab Literature and Cinema**

(Cross-listed as ARAB 025)

This course will explore literary and cinematic representations of war in the Arab world, focusing on the Arab-Israeli Conflict, the Lebanese Civil War, and the Iraq wars. We will look at poetry, fiction, memoir, prison narratives, film, and experimental texts. Through the examination of a variety of experiences, genres, and perspectives, we will ask questions like: How do narratives of war contribute to the formation of national, local, and Arab identities? How has the experience of war impacted understandings of religion, masculinity, gender, and domestic violence? We will identify common themes and images, and also investigate how these patterns change and develop in different spatial and temporal contexts.

Humanities.

1 credit.

Eligible for ISLM, PEAC

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **LITR 025J. Contemporary Japanese Literature and Film.**

Cross-listed as JPNS 025

This course will explore the confluence of literary and cinematic imagination with contemporary Japanese social and historical currents through an examination of works by Japanese writers and filmmakers active today--primarily works created in the 21st Century. Themes considered will include youth culture and urban life; precarity and social critique through the lenses of class, ethnicity, and gender; and disaster and dystopia. Writers encountered will include Murakami Haruki, Kirino Natsuo, Kawakami Mieko, Murata Sayaka, Ogawa Yoko, and Tawada Yoko; filmmakers will include Koreeda Hirokazu, Anno Hideaki, Sono Sion, and Shinkai Makoto. No prerequisites; the class will be conducted in English and all works will be available in English translation or with English subtitles.

HU.

1 credit.

Fall 2022. Gardner.

Catalog chapter: *Modern Languages and Literatures: Japanese*

Department website: <https://www.swarthmore.edu/japanese>

## **LITR 026. Popular Music and Media**

(Cross-listed as GMST 026, FMST 026, MUSI 005E)

Is *Bohemian Rhapsody* (2018) the *Stop Making Sense* (1984) of this generation? How does YouTube compare to Indie records? What's similar and what's different? What is the relationship between social media and commercial means of distribution, and what is its effect on fandom? This team-taught course investigates the histories, structures and cultural connections between popular music and other media. How do musical expressions and genres interact with medium specificity? How can we understand changing exhibition formats (stadium vs. lounge vs. club) and distribution venues (record store vs. Spotify)? How does celebrity culture then and now impact what is popular and how does it affect the music industry and vice versa? What lies at the intersection of national, socio-political and fan cultures?

Providing a grounding in music and media history and theory, we will research and analyze mainstream and independent case studies in radio, film, theater, television and social media in order to better understand and engage with the complex webs that characterize contemporary media,

*its production, and its consumption.*

*Humanities.*

*1 credit.*

*Spring 2023. Simon, Blasina.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 026R. Russian and East European Science Fiction**

*(Cross-listed as RUSS 026)*

*Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanislaw Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2023. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 027CH. Nature and the Non-Human in Classical Chinese Tales of the Strange**

*(Cross-listed as CHIN 027)*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT*

*Spring 2022. Ridgway.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 029A. Arabs Write the West**

*(Cross-listed as ARAB 029)*

*Drawing on historical, fictional, and autobiographical narratives, this course investigates Arab representations of the Occident. These texts explore cultural encounters, both at home and abroad, border crossings, hybridity, experiences of colonialism and neocolonialism, the psychology of Orientalism and Occidentalism, processes of assimilation and resistance, and the question of contact zones. Differences in geography, period, context, and positionality will provide a variety of perspectives on the theme. Works by Abd Al-Rahman Al-Jabarti, Rifa'a Al-Tahtawi, Yahya Haqqi, Sulaiman Fayyad, Tayyib Salih, Leila Ahmed, and Fadia Faqir will be discussed. This course is taught in English.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 033J. Tokyo Central: The Metropolis in Modern Japanese Literature and Film**

*(Cross-listed as JPNS 033)*

*This course aims to equip students to recognize and contextualize changing concepts of self and individual identity, family, community, and labor as represented in literature and film narratives depicting the urban center of modern Japan: Tokyo. Brief lectures on literary historical and historical contexts will precede guided discussions of literary texts and films. Students will be asked to consider, compare, and contrast representations of Tokyo and its inhabitants over time, using close reading, historicization, and visual critical strategies from film studies. In discussions we will also treat Tokyo's relationship to the nation of Japan, other Japanese regions, East Asia, and the world. We will further assess how the course texts represent shifting views and experiences of the urban populace regarding family roles, romance, marriage, gender roles, socio-economic class and social status, social responsibility, consumerism, and leisure over the course of Japan's modern history, from the late 19th century through to the present.*

*Humanities*



*1 credit*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literature: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 033R. Propagandize This: LGBTQ Russia, Past and Present**

*(Cross-listed as RUSS 033)*

*In 2013, the Russian government passed a law forbidding the "promotion of nontraditional sexual relations to minors" - that is, restricting and potentially criminalizing any open discussion of LGBTQ identities or direct acknowledgment of the existence of queer people in Russia.*

*Homophobic Russian rhetoric emphasizes the supposedly recent and foreign nature of LGBTQ identity and ideas - an idea at odds with the diverse sexuality and gender legacies of Russia and the USSR explored in this course. We will consider the authors represented in this course, which covers the 19th century through the present, as participants in legacies, but also as individual creators, and sometimes theorists, of queer strategies of survival, as well as LGBTQ thought and art.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Nikulin.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

### **LITR 035J. Narratives of Disaster and Rebuilding in Japan**

*(Cross-listed as JPNS 035)*

*This course will explore documentary and fictional representations of the modern Japanese landscape and cityscape in crisis, with special attention to the role of the March 2011 earthquake, tsunami, and nuclear disaster as a catalyst for change in contemporary Japan.*

*Documentaries and fictionalizations of the 2011 "triple disaster" reignited debates over cultural trauma and the ethics of representing disaster. Through the study of literature, film, and critical discourse, we will examine the historical and cultural implications of such famous 20th-century disaster narratives as *Godzilla* and *Japan Sinks*, as well as the latest writing and films from Japan, in the context of public debates about safety, sustainability, and social change after the March 2011 tsunami and nuclear disaster. Readings and discussion will be in English.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 036CH. Women's Literature in Premodern China**

*(Cross-listed as CHIN 036)*

*Contrary to our stereotypes about the silent, invisible woman of premodern China, women actually wrote and published their work in unprecedented numbers from the late 16th century to the early 20th century. This course will explore the literary and historical significance of this output, which mainly took the form of poetry and prefaces to poetry collections, letters, some drama, and novels in verse, and which was produced primarily by gentry women (e.g. women from elite families), courtesans, and nuns. A central theme will be the place and problem of women's poetry in a male-dominated literary tradition and society. Topics to be addressed include the social function of poetry and women's literary networks, women's relationship to the publishing market as writers, editors, and readers, the forces driving male interest in women's writing at certain historical moments, and the changing ideas about what kinds of styles of past poets should be offered to boudoir poets as a repertoire of available choices to read and imitate.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 037G. The Holocaust: History, Representation, and Culture**

*(Cross-listed as GMST 037 and HIST 037)*

*Seventy-five years after the Holocaust, and despite an enormous amount of research and testimony, the genocide of European Jewry continues to generate compelling interpretive questions. This course is a multidisciplinary exploration of the Holocaust with special attention paid to forms of memory, commemoration, and artistic representations through the study of fiction, poetry, film, memoirs, and historical scholarship.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 037R. Crime or Punishment: Russian Narratives of Captivity and Incarceration**

*(Cross-listed as RUSS 037)*

*The degree of civilization in a society can be judged by entering its prisons." - Dostoevsky. While the Gulag remains the most infamous aspect of the Soviet justice system, Russia has a long history of inhumane punishment on a terrifying scale. This course explores narratives of incarceration, punishment, and captivity from the 17th century to the present day. In discussing (non-)fiction, history, and theory, we will consider such topics as justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering. Readings include works by Dostoevsky, Tolstoy, Chekhov, Akhmatova, Nabokov, Solzhenitsyn, Pussy Riot, Foucault, Arendt, and Sontag, among many others. For more information or the syllabus, please contact the instructor (jvergar1). Taught in translation; no knowledge of Russian required.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, INTP, GLBL-Paired, ESCH*

*Fall 2023. Vergara.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 041J. Fantastic Spaces in Modern Japanese Literature**

*(Cross-listed as JPNS 041)*

*As Japanese society has transferred rapidly in the 20th century and beyond, a number of authors have turned to the fantastic to explore the pathways of cultural memory, the vicissitudes of interpersonal relationships, the limits of mind and body, and the nature of storytelling itself. In this course, we will consider the use of anti-realistic writing genres in Japanese literature from 1900 to the present, combining readings of novels and short stories with related critical and theoretical texts. Fictional works examined will include novels, supernatural tales, science fiction, and cyber-fiction by authors such as Tanizaki Junichirō, Abe Kōbō, Kurahasi Yumiko, and Murakami Haruki.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for JPNS*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 043R. Chernobyl: Nuclear Narratives and the Environment**

*(Cross-listed as RUSS 043)*

*What really happened on April 26, 1986? This course will introduce students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures. Texts will be drawn from (non-)fiction, poetry, film, TV, video games, VR, and other media, as we consider the labyrinth of Chernobyl's mythology through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Fields trips and guest speakers. The final class project will involve an installation at McCabe Library. Taught in translation. No knowledge of Russian required. Open to all.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ENVS, INTP, GLBL - Paired*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 045A. Contemporary Thought in the Arab World**

*(Cross-listed as ARAB 045)*

*This survey course will trace some of the main themes, problems and issues that have been debated among Arab thinkers and intellectuals since the latter part of the 19th century. The course will start with the 19th century but emphasize discussions following the military defeat of 1967 and the ensuing cultural and political crisis. Discussions related to "turath" (heritage), the different strategies of its reading and interpretation, and the possibilities of using these readings to confront the contemporary challenges of a globalized world will be the center of attention of the course.*

*Readings for the course will comprise three types of texts: historical and social background, translations of texts by the different thinkers under discussion, and articles and essays that interpret and critique these thinkers.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **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.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 051G. European Cinema**

*(Cross-listed as FMST 051, GMST 051)*

*Setting out from the cornerstones of aesthetics, history and memory, this course introduces you to post-war directors from Italian Neo-Realism, British and French New Waves, Eastern European Cinema, Post-New Wave Italian auteurs, Spanish cinema after Franco, New German Cinema, Swedish and Danish cinema. The course addresses key issues and concepts in European cinema such as realism, authorship, art cinema, and political modernism, with reference to significant films and filmmakers and in the context of historical, social, and cultural issues.*

*Humanities.*

*1 credit.*

*Eligible for GMST, FMST, GLBL-Paired*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://swarthmore.edu/modern-languages-literatures>*

## **LITR 051J. Japanese Poetry and Poetics**

*(Cross-listed as JPNS 051)*

*Japanese poetic forms such as haiku, renga, and tanka have had a great impact on modern poetry across the world, and have played a central role in the development of Japanese literature and aesthetics. This course will examine Japanese poetry from its roots in ancient oral tradition through the internet age. Topics include the role of poetry in courtship, communication, religion, and ritual; orality and the graphic tradition; the influence of poetic models from China and the West; social networks and game aesthetics in renga linked poetry; and haiku as a worldwide poetic form. Course projects will include translation and composition in addition to analytical writing. Readings will be in English, and there are no language requirements or other prerequisites; however, the course will include a close examination of Japanese poetic sound, syntax, meter, and diction, or how the poems "work" in the original language.*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 052CH. Chinese Opera and Performing Art**

*(Cross-listed as CHIN 052)*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 053R. The End of History: Contemporary Russian Culture**

*(Cross-listed as RUSS 053)*

*Hailed as the "end of history" and "the greatest geopolitical tragedy of the 20th century," the fall of the Soviet Union forced Russia to reconcile a past that had long been suppressed with a present reality full of possibility. We'll discuss works that address contemporary issues (Putinism, protests, refugees, corruption) and resurrect historical traumas (the Civil War, the Stalin years, the Leningrad Siege, Chernobyl) to understand Russia today. This course features a wide range of texts: fiction, non-fiction, oral histories, poetry, art, performance, and film. We will also have the opportunity to speak with some of the figures whose work we'll examine. No knowledge of Russian required.*

*Humanities.*

*Writing Course.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 054G. German Cinema**

*(Cross-listed as GMST 054, FMST 054)*

*This course is an introduction to German cinema from its inception in the 1890s until the present. It includes an examination of early exhibition forms, expressionist and avant-garde films from the classic German cinema of the Weimar era, fascist cinema, postwar rubble films, DEFA films from East Germany, New German Cinema from the 1970s, and post 1989 heritage films. We will analyze a cross-match of popular and avant-garde films while discussing mass culture, education, propaganda, and entertainment as identity- and nation-building practices. Fulfills national cinema requirement for FMST.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for FMST*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 055CH. Contemporary Chinese Cinema: The New Waves (1984-2005)**

*(Cross-listed as CHIN 055, FMST 055)*

*Cinema has become a special form of cultural mirror representing social dynamics and drastic changes in mainland China, Hong Kong, and Taiwan since the mid-1980s. The course will develop a better understanding of changing Chinese culture by analyzing cinematic texts and the new wave in the era of globalization. All films are English subtitled, and the class is conducted in English.*

*Humanities.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Kong.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

### **LITR 056G. Outbreak Narratives**

*(Cross-listed as GMST 056)*

*This Medical Humanities course invites students to pause and think about the contradiction inherent in human contact: on the one hand, we need it in order to flourish, while on the other hand, it poses potential risks. Informed by a theoretical framework that draws on insights from fields*

such as Disability Studies, Cultural Studies, and Gender Studies, this course offers students the opportunity to analyze German literature depicting contagious outbreaks, life in isolation, and explore the ethics of cure and human experimentation. As part of a larger focus on the ways in which cultural representations of contagion are informed by cultural norms and how, in their turn, these representations have an impact on shaping and building cultural communities, students will be asked to consider the many connotations and valences of the term "contagion." Most simply, the word "contagion" denotes a risk of contamination, a potentially lethal danger to the exposed subject. This course invites students to go beyond this literal interpretation of the word in order to contemplate the ways in which contagion challenges the notion of an isolated, self-contained self, to explore the intriguing possibility of a self with fluid boundaries that is constantly shaped by a community, and to cultivate empathy for other community members in the face of shared vulnerability. Using German literature in English translation to explore literature on the plague, cholera, tuberculosis, HIV, as well on as vampires, we will consider how race, gender, class, and historical époques shape illness stories. In particular, we will look at the power dynamics that code contagions either as negative (where it refers, for instance, to a potentially deadly disease) or as positive (where it refers to contagious affects or an exchange of ideas). Authors include Leopold von Sacher-Masoch, Elfriede Jelinek, Thomas Mann, J. W. Goethe, Fanny Lewald, Heinrich Heine, Franz Kafka, Bertha von Suttner.

Humanities.

1 credit.

Eligible for GBLB-Paired, GSST

Catalog chapter: Modern Languages and Literatures: German Studies

Department website: <https://www.swarthmore.edu/german-studies>

### **LITR 063R. Roots of Feminism & Radicalism in Russia**

(Cross-listed as RUSS 063)

From the earliest engagements with socialism in the Russian Empire to Russian Jewish émigré anarchism in the United States, radical visions for the transformation of society in Russian intellectual history were intertwined with the question of the social position of women. In this writing intensive course we will trace interlocking questions of social transformation and gender equality through literary and philosophical works by authors including: Tolstoy, Nikolai Chernyshevsky, Rosa Luxemburg, Alexandra Kollontai, Emma Goldman, and many others. This course is writing intensive.

Humanities.

Writing course.

1 credit.

Eligible for GSST.

Spring 2022. Stuhr-Rommereim.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 065CH. Peking Opera and Globalization**

(Cross-listed as CHIN 065)

By using cultural globalization as an explanatory framework built on the foundation of historical studies, this course enables students to conduct critical and interdisciplinary analysis of Peking opera, a living theatrical tradition commonly considered to be the "national theater" of China. The central question we ask is: How have the cultural dimensions of globalization-transnational flows of technology, media, and popular culture-intensified Peking opera's connection to urban culture, archival digitalization, visual arts, politics of style, Chinese nationalist ideology and intercultural influences in America? Students not only engage with scholarly literature that cuts across different disciplines and genres (including theater anthropology, cultural history, cinema, music, literature, and art history), but also are introduced to a rich body of sources, ranging from photographs to opera films and documentaries. They have the opportunity to learn some basics of singing and movement and conduct field trips to study with Peking opera troupes in the Chinese community in Philadelphia.

Humanities.

1 credit.

Catalog chapter: Modern Languages and Literatures: Literatures in Translation

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 070R. Translation Workshop**

(Cross-listed as LING 070, RUSS 070)

This workshop in literary translation concentrates on translation theory and practice, working in poetry, prose, and drama as well as editing. Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for LING credit will write a final paper supported by a smaller portfolio of translations.

Excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.

Humanities.

1 credit.

Eligible for INTP, RUSS

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 071F. Beyond Tintin: Contemporary French Graphic novels**

*This course examines how contemporary graphic novels in French and their aesthetic innovations have helped translate and magnify serious and pressing questions that continue to shape political and social life in France and the world at large. Our readings will address themes ranging from the haunting colonial legacy and the wars in the Middle East to the quest for visibility by immigrants and LGBTQ individuals. Finally, we will analyze how visual adaptations—whether cinematic adaptations of graphic novels or graphic adaptations of movies and novels—reshape their original sources and adapt them to a new purpose.*

*Taught in English. 0.5 credit attachment for students reading in French.*

Humanities.

1 credit.

Eligible for FREN

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 072F. The French Novel in Translation: Balzac, Flaubert, Proust**

*This course is designed to provide students with a broad knowledge of French literature, from before the Revolution to the present. Among the authors included on the syllabus are: Molière, Voltaire, Balzac, Baudelaire, Proust, Camus and Sartre. Students will read works in their entirety, discuss their significance in class, and listen to short lectures to situate the readings in a historical and cultural context. Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 072A).*

Humanities.

1 credit.

Eligible for FREN

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 073F. Postwar France: French New Wave**

*(Cross-listed as FMST 052)*

*This course is an in-depth exploration of the development and evolution of the French New Wave in postwar France. We will concentrate on the history of the New Wave in France from the 1950s through the late 1960s by the close study of the styles of individual filmmakers, the "film movement" as perceived by critics, and the New Wave's contribution to modernizing France. The primary emphasis will be on the stylistic, socio-political, and cultural dimensions of the New Wave, and the filmmakers and critics most closely associated with the movement. Directors who were once all film critics for the magazine *Cahiers du Cinéma* will be studied along side other important filmmakers of the era.*

*Taught in English. 0.5 credit attachment for students reading in French.*

Humanities.

1 credit.

Eligible for FMST

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 074F. The Shadow of the Enlightenment**

*Crosslisted with FREN 074.*

*The following course offers a critical examination of the central ideas guiding the French Enlightenment, paying particularly close attention to the notion of "otherness" underlying the Enlightenment project—that is, that which is tacitly left out in the eighteenth century's valorization of reason. In opposition to the Enlightenment idea of the rational man is the irrational animal, a binary that materialist thinkers like La Mettrie and Condillac are quick to blur; in opposition to the Declaration of the Rights of Man and of the Citizen (the crowning civil rights document from the French Revolution) is Olympe de Gouges' Declaration of the Rights of Woman and of the Female Citizen, a text that criticizes eighteenth-century gender inequalities; in opposition to the Enlightenment's enormous blind spots surrounding race is Claire de Duras' *Ourika*, a novel that decries the pervasive racism of the eighteenth century. Throughout the semester, we will study the novels, essays, and dialogues that shape the major*

*ideas of the Enlightenment (and the revolutionary modes of thinking that accompany it), while also studying that which lies in the shadow of the Enlightenment. Authors include: Voltaire, Diderot, Rousseau, Condillac, La Mettrie, Gouges, Duras.*

*Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 074A).*

*Humanities*

*1 credit.*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 074J. Japanese Popular Culture and Contemporary Media**

*(Cross-listed as JPNS 074)*

*Japanese popular culture products such as manga (comics), anime (animation), television, film, and popular music are an increasingly vital element of 21st-century global culture, attracting ardent fans around the world. In this course, we will critically examine the postwar development of Japanese popular culture, together with the proliferation of new media that have accelerated the global diffusion of popular cultural forms. Engaging with theoretical ideas and debates regarding popular culture and media, we will discuss the significance of fan cultures, including the "otaku" phenomenon in Japan and the United States, and consider how national identity and ethnicity impact the production and consumption of popular cultural products. We will also explore representations of technology in creative works, and consider the global and the local aspects of technological innovations, including the internet, mobile phones, and other portable technology. Readings and discussion will be in English. The course will be conducted in a seminar format with student research and presentations comprising an important element of the class. Previous coursework in Japanese studies or media studies is recommended but not required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, FMST, JPNS*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 075J. Japanese Modernism**

*(Cross-listed as JPNS 075)*

*A lively and cosmopolitan modernist literature and art scene thrived in early 20th Century Japan, as cities such as Tokyo and Osaka grew rapidly, and writers and artists established connections with their counterparts across the globe. During the same decades, stylish "modern girls" and "modern boys" in Japanese cities were hailed in the press as avatars of newly liberated lifestyles and fashions, or derided by conservatives as the dupes of corrupt Western influences. This course will explore Japanese modernist literature, its global connections, and its social context, using a seminar format. Topics include: Japanese avant-garde literature, film, and art; gender, sexuality, and modernism; the politics and aesthetics of "modern" life and lifestyles; socialist and anarchist literature; "ero-guro-nonsense" as subversive literature; wartime censorship and propaganda; and Japanese influences on global modernisms. Readings and discussion will be in English; students with advanced Japanese reading ability are encouraged to read the texts in the original.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <https://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 077F. Reading While Crossing Three Continents**

*(Cross-listed as FREN 077)*

*You are invited to a cross-cultural exploration of various populations of the Francophone world, through the study of different media and topics, relevant to contemporary societies in France, West Africa and Central America. Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 077A).*

*Humanities.*

*1 credit.*

*Eligible for BLST, GLBL - Core*

*Catalog chapter: Modern Languages and Literatures: Literatures in Translation*

*Department website: <http://www.swarthmore.edu/modern-languages-literatures>*

## **LITR 078F. Film and Place: West African Filmmakers at Home and Abroad**

Crosslisted with FMST 058 .

*The moving image, it is often argued, has a special relationship to time and space, and in this class, we will explore how West African filmmakers explore and represent space by emphasizing place(s), both real and imagined. Using the lens of critical issues in postcolonial film studies, we will consider how to analyze these places by focusing our observations on the built-environment and the natural world; homelands and hostlands; mobility and stillness. Filmmakers studied include Mati Diop (France/Senegal), Sembène Ousmane (Senegal), Abderrahmane Sissako (Mali/Mauritania), Jean-Marie Teno (Cameroon), Apolline Traoré (Burkina Faso), Paulin Soumanou Vieyra (Senegal), among others. This course is open to all students. There are no prerequisites. The course is taught in English.*

Humanities.

1 credit.

Eligible for BLST, GLBL-paired

Fall 2021. Yervasi.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **LITR 079F. Course in Translation: French Detective Fiction and Film**

*(Cross-listed as FREN 079 , FMST 053 )*

*Detective fiction has a long history in the urban literary and cinematic imagination of France and other French-speaking countries. This course focuses on several points of convergence: the history of urban detectives in various Francophone contexts; theories of genre; and stylized representations of the city, its architecture and populations. Taught in English; and there is a 0.5 credit French Attachment for students reading in French (FREN 079A ).*

Humanities

1 credit.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>

## **LITR 083J. War and Postwar in Japanese Culture**

*(Cross-listed as JPNS 083)*

*What was the Japanese experience of the World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well as the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism, women's experiences of the war and home front; changing representations and ideologies of the body, war writing and censorship, the atomic bombings of Hiroshima and Nagasaki, Japanese responses to the occupation, and the war in postwar memory.*

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **LITR 086CG. Chinese Food Culture and Farming: Traditions and Transitions**

*(Cross-listed as CHIN 086, ENVS 052)*

*While the challenging problem of feeding one fifth of the world's population with only seven percent of the world's arable land remains a priority in Chinese agricultural policy, extensive environmental degradation and innumerable food scandals have shifted the primary concern of food supply to issues of food safety, from quantity to quality. The class will focus on the challenges and successes of such a turn to a more ecologically friendly agricultural production and food processing industry. In addition, rapid changes in food preferences displace more traditional diets and redirect agricultural production, especially towards production of meat, bringing in foreign private equity firms like KKR and US food conglomerates like Tyson Foods. These changes also affect traditional regional food cultures. This interdisciplinary class (Environmental Studies, Economics, Sociology, Biology, humanities and Chinese Studies) will explore the following key topics:*

- *From food security to food safety - the ecological turn in China's agriculture*
- *Organic farming in China - challenges and successes of state and private organic farm initiatives*
- *Ministry plans and China's new farmers*
- *Regional food traditions*
- *The role of restaurants in Chinese culture*

Humanities.

1 credit.



Eligible for ASIA, ENVS

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 091CH. Special Topics in English: Taiwan in Transition under Japanese Colonial Rule: Literature, Material Culture, and Social Movements**

(Cross-listed as CHIN 091)

Special Topics

Fall 2021 Topic: *Taiwan in Transition under Japanese Colonial Rule: Literature, Material Culture, and Social Movements*

Fall 2022 Topic: *Representing Colonial Taiwan: Public Space in Print Humanities.*

1 credit.

Eligible for ASIA, CPLT, PEAC

Fall 2021. Li.

Fall 2022. Staff.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 094. Independent Study**

Humanities.

.5 credit.

Fall 2023. Meirosu.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures>

### **LITR 095A. Arabic Literature: Society and Scandal**

Cross-listed as ARAB 095

*Societal scandals and controversies surrounding Arabic literary works have arisen across the Middle East and North Africa throughout the 20th and 21st centuries. The free expression fostered in the literary field frequently confronts the realities of state censors and other forces in society, such as political ideologies or religious orthodoxies. In this course we aim to contextualize and study these scandals and controversies by closely analyzing the literary works at their source, as well as the debates and transgressive acts they elicited. From intentional omissions in translation, to debates surrounding the portrayal of homosexual characters, to assassination attempts on authors' lives, this course will focus on a number of important inflection points across the Middle East and North Africa in the 20th and 21st centuries. We will study works by authors from Morocco to Saudi Arabia, including Taha Hussein, Naguib Mahfouz, Mohamed Choukri, Nawal El Saadawi, Saud Alsanousi, Alaa Al Aswani, Rashid al-Daif, Rajaa al-Sanea, amongst others. This course will be conducted in English, using texts translated from Arabic.*

*Prerequisite: This course is open to all students, no prerequisites are required.*

Humanities.

1 credit.

Eligible for CPLT

Fall 2021. Smith.

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <https://www.swarthmore.edu/modern-languages-literatures/courses-taught-english-0>

### **LITR 096. Thesis**

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 180. Honors Thesis**

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

# Modern Languages and Literatures: Russian

*Courses*

## Faculty

**SIBELAN FORRESTER, Professor and Section Head<sup>3</sup>**

**LEV NIKULIN, Visiting Assistant Professor**

**HELEN STUHR-ROMMEREIM, Visiting Assistant Professor**

**TSVETELINA YORDANOVA, Lecturer**

*3 Absent on leave, 2021-2022*

## The Academic Program

*The major in Russian language and literature covers the rise and development of Russian literature and culture up to the present. Students will encounter critical theory and develop skill in critical analysis, approaching Soviet and Russian literature and culture in relationship to historical and social forces. Our courses emphasize culture as well as literature: indeed, understanding Russian literature and other arts is impossible without some background in the history and civilization. Because Russian is a small program, we are very responsive to student demand and can develop courses almost to order, if there is sufficient interest. 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 or the University of Pennsylvania and the Linguistics Department at Swarthmore College.*

## Russian in Combination with Other Programs

*In the Course Program, Russian contributes to majors in comparative literature, film and media studies, and linguistics and to the concentrations in interpretation theory and gender and sexuality studies. Thematic courses in Russian culture can support majors or minors in history, music, philosophy, and political science and concentrations in Asian studies, Environmental studies, Global studies, Islamic studies and Peace and Conflict studies. A Russian honors minor fits well with an honors major in the humanities or social sciences, and nicely rounds out majors in engineering or the natural sciences. In the Honors Program, Russian contributes to the major or minor in comparative literature or linguistics and languages. By including advanced coursework at Bryn Mawr College, Russian can be part of a special major in educational studies for teacher certification.*

*There is no distinction between qualification for the Russian Course Program and for the Honors Program. We recommend a minimum of one semester or summer of study in Russia. Majors and minors are urged to build and maintain fluency by taking Russian Conversation (RUSS 006A), and to support their work in the field with courses in anthropology, art, cognitive science, film and media studies, history, music, philosophy, political science, religion, sociology, theater, and other literatures.*

*RUSS 091, the seminar attachment, may be added to any course numbered 020 or above to convert it to a seminar, for a total of two credits. The additional work is done in the original language and supported by regular meetings with the professor, readings, discussions, and significant writing assignments in Russian. We anticipate that most seminar work will be done in this format. If there is sufficient student demand, we can offer advanced seminars in any of the following areas:*

## First Course Recommendations

*Although it is often possible to take intensive Russian courses over the summer, students interested in majoring or minoring in Russian, including Russian in a major in Comparative Literature or Linguistics and Languages, or using the language for research in other fields should begin study with RUSS 001 and RUSS 002 in their first year.*

## Course Major

## Requirements

*A minimum of eight credits, which must include:*

1. *RUSS 004 (unless placed higher)*
2. *RUSS 010 and/or RUSS 011, RUSS 012, RUSS 018, RUSS 019 (or equivalent course taken in Russia)*
3. *One survey course: RUSS 013 or RUSS 014*
4. *Four content credits: RUSS 013-RUSS 086. At least one full content credit may be earned through: two half-credit attachments to these in-translation courses; the attachments include RUSS 091 (Seminar Attachment), RUSS 093 (Directed Reading), or RUSS 094 (Independent Study). Credit from study abroad may be used toward 3 of these credits.*
5. *One two-credit seminar: RUSS 100 and above.*

*For students who choose not to emphasize literature, a Russian history course may be used to fulfill one content credit. Possible courses include HIST 001Q, HIST 038, and HIST 039. Students should consult Russian Section Faculty if they wish to arrange attachments to these courses.*

## Acceptance Criteria

*To be accepted as a major or minor, you must have earned a minimum grade of "B" in Russian language and literature courses taken at Swarthmore and present linguistic ability and clear potential for sophisticated study in the original literature, criticism, and cultural history of imperial Russia, the Soviet Union, and post-Soviet Russia.*

## Thesis / Culminating Exercise

*The culminating exercise for a course major in Russian is one three-hour written examination (answering two questions in Russian, one in English), scheduled after the end of regular exams in the spring semester of senior year.*

## Course Minor

### Requirements for a minor in course in Russian

*A minimum of five credits, which must include:*

1. *RUSS 004 (unless placed higher)*
2. *RUSS 010 or RUSS 011, RUSS 012, RUSS 018 or RUSS 019 (or equivalent course taught in Russia)*
3. *One survey course: RUSS 013 or RUSS 014*
4. *Two content credits: RUSS 013-RUSS 086 or one content credit (RUSS 013-RUSS 086) plus an attachment. (Credit from study abroad may be used toward all content credits.)*
5. *One two-credit seminar: RUSS 100 and above or the equivalent: a content course with the Seminar Attachment, RUSS 091.*

## Honors Major

### Prerequisites for Majors:

*A minimum of eight credits, which must include:*

1. *RUSS 004 (unless placed higher)*
2. *RUSS 010 and/or RUSS 011, RUSS 012, RUSS 018 or RUSS 019 (or equivalent course in Russia)*
3. *One survey course: RUSS 013 or RUSS 014*
4. *Four content credits: RUSS 013-RUSS 086. At least one full content credit must be earned through: RUSS 091 (Seminar Attachment); RUSS 093 (Directed Reading), RUSS 094 (Independent Study), and regular half or full credit course attachments may also count here. Credit from study abroad may be used toward 3 of these credits. For student who choose not to emphasize literature, one Russian history course may be used to fulfill one content credit. Possible courses include HIST 038 and HIST 039. Students should consult Russian Section Faculty regarding attachments to these courses.*
5. *At least one two-credit seminar: RUSS 100 and above.*

6. *The minimum grade for acceptance into the Honors Program is "B" level work in Russian language courses taken at Swarthmore and in RUSS 011 or its equivalent.*
7. *The selection of coursework for Honors Preparation will be decided in consultation with Russian Section Faculty.*

*At least one semester of study in Russia is strongly encouraged.*

## Senior Honors Study

*Please see the information on seminars and seminar attachments, above.*

*At the beginning of the final semester, seniors will meet with the Russian section head.*

1. *Honors majors write three 3,000-3,500 word papers in Russian, one for each honors preparation, or else one 6,000-word paper which integrates the three honors preparations. These three papers (or one long paper) become part of the portfolio presented to the external examiners, along with the syllabi of the three (2-credit) honors preparations and any other relevant material.*
2. *Minors will be expected to write one 3,000-3,500-word paper in Russian. This paper will become part of the portfolio presented to the examiner along with the syllabus of the (2-credit) honors preparation and any other relevant material.*
3. *Majors will take three three-hour written examinations in Russian prepared by external examiners, plus one half-hour oral exam for each, based on the contents of the written examination and materials submitted in the portfolio. Minors will take one three-hour written examination prepared by an external examiner and one half-hour oral examination based on the written examination and materials submitted in the portfolio.*

## Honors Minor

### Prerequisites for Minors:

*A minimum of five credits, which must include:*

1. *RUSS 004 (unless placed higher)*
2. *RUSS 010 or RUSS 011, RUSS 012, RUSS 018, RUSS 019 (or equivalent course in Russia)*
3. *One survey course: RUSS 013 or RUSS 014*
4. *One content credit (RUSS 013-RUSS 086) plus an attachment (Credit from study abroad may be used toward all content credits)*
5. *One two-credit seminar: RUSS 100 and above.*
6. *Selection of coursework for the Honors preparation will be decided in consultation with Russian Section Faculty.*

*The minimum grade for acceptance into the Honors Program is "B" level work in language courses taken at Swarthmore and in RUSS 011 or its equivalent.*

*At least one semester of study in Russia is strongly encouraged. See item 2 above for Senior Honors Study Paper.*

## Special Major

*Courses in Russian language, literature, and culture may be integrated into special majors of a variety of kinds, for example: Russian area studies, Russian cinema, or Russian and East European literature and/or culture.*

### Special Major in Linguistics and Languages

1. *Complete three credits numbered above RUSS 004*
2. *One of the three credits must be RUSS 010 or RUSS 011, RUSS 012, RUSS 018, RUSS 019 (and both may be counted)*
3. *Students are especially encouraged to include a seminar at Swarthmore and/or advanced language course taught at Bryn Mawr College*

## Off-Campus Study

*Study abroad is strongly encouraged for students of Russian. We recommend four programs (ACTR, CIEE, Middlebury, and the Smolny Institute) for semester and academic-year study in Russia. Credit may also be available for study through other programs, with appropriate documentation. Consult your professor for more information on programs and sources of funding support.*

## Summer Opportunities

*Besides summer abroad study or internships, and the possibility of arranging for summer humanities research under the supervision of Russian program faculty, students interested in summer language study in Russia or in summer programs in the U.S. may apply for financial support from the Olga Lamkert Fund.*

*Russian is certified as a critical language by U.S. government agencies, meaning that for both summer study and study abroad there is funding available to support students of Russian, especially if they are working to reach a high level of proficiency. Ask us for information on this financial assistance, and for support in applying.*

## Life After Swarthmore

*A major or minor in Russian can enhance a variety of career choices: strong language skills bolster any other program of work, research or study, while knowledge of literature and culture offers subtle or obvious advantages in business, politics, science and medicine. Like other less commonly taught languages, Russian on your college transcript suggests to potential employers or graduate school admissions committees that you are smart and adventurous, willing to try a challenging new subject of study and able to master it by completing a major or a minor.*

## Graduate School and Other Study

*Recent Russian majors and minors have completed area studies M.A. degrees at Harvard University and elsewhere; others have entered the Flagship Program, which aims to bring students to the highest levels of language proficiency for subsequent work in politics, scholarship, or NGOs. Students with majors in Russian Literature have gone on to doctoral work in History and Political Science. Others have done graduate study in Linguistics, English Literature, Creative Writing and Comparative Literature. The systematic nature of Russian grammar makes it no surprise that some of our majors and minors go on to medical school or to graduate work in Physics and Astronomy. One graduate received a Fulbright fellowship to study Russian authors who covered the Spanish Civil War as journalists and how their writing influenced the later development of Soviet literature; another received a Fulbright to study plant genetics in southern Russia and Kazakhstan, and a third received a Fulbright to study the experience of Africans in Russia.*

## Career Options/Opportunities

*As the paths of study above suggest, Russian can be combined with almost any field. Whether immediately after graduation or later, our alumni have found work as editors or English teachers in Russia. Some have gone into the State Department or have become medical doctors, data analysts or political activists. Graduate study may lead to careers as college and university professors or directors of university Title VI centers.*

*Whatever your career choice, we can put you in touch with alumni of Swarthmore's Russian program who will be able to offer you advice, support, and connections in the field.*

## Russian 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 department faculty.*

*Seminars in Russian are only offered when there is sufficient demand, RUSS 010 likewise. Otherwise students who wish to use a literature course in translation for seminar credit must register for a Seminar Attachment (1 additional credit), adding an A to the course number: 21A, 33A, 41A, etc. Courses numbered under 20 cannot be taken as seminars.*

### **RUSS 001. Intensive Russian**

*Students who start in the RUSS 001-002 sequence must complete and pass 002 in order to receive credit for 001.*

*For students who wish to begin Russian in college or who did not move beyond an introduction in high school. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, work on phonetics, writing, web materials, and readings in literary and expository prose. Conducted primarily in Russian; normally followed by RUSS 004, RUSS 011 and ideally by RUSS 010, and RUSS 008A.*

*See the explanatory note on language courses in the first section of modern languages and literatures.*

*Humanities.*

1.5 credits.

Fall 2021. Nikulin. Yordanova.

Fall 2022. Staff, Staff.

Fall 2023. Staff, Staff.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 002. Intensive Russian**

*Students who start in the RUSS 001-002 sequence must complete and pass 002 in order to receive credit for 001.*

*For students who wish to begin Russian in college or who did not move beyond an introduction in high school. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, work on phonetics, writing, web materials, and readings in literary and expository prose. Conducted primarily in Russian; normally followed by RUSS 004, RUSS 011 and ideally by RUSS 010, and RUSS 008A.*

*See the explanatory note on language courses in the first section of modern languages and literatures.*

*Humanities.*

1.5 credits.

Spring 2022. Nikulin. Yordanova.

Spring 2023. Staff, Staff.

Spring 2024. Staff, Staff.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 003. Intermediate Intensive Russian**

*For students who wish to begin Russian in college or who did not move beyond an introduction in high school. Designed to impart an active command of the language. Combines the study of grammar with intensive oral practice, work on phonetics, writing, web materials, and readings in literary and expository prose. Conducted primarily in Russian; normally followed by RUSS 004, RUSS 011 and ideally by RUSS 010, and RUSS 008A.*

*See the explanatory note on language courses in the first section of modern languages and literatures.*

*Humanities.*

1.5 credits.

Fall 2021. Stuhr-Rommereim. Yordanova.

Fall 2022. Staff, Staff.

Fall 2023. Staff, Staff.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 004. Intermediate Intensive Russian**

*For majors and those interested in reaching advanced levels of proficiency in the language. Advanced conversation, composition, translation, and stylistics. Considerable attention to writing skills, phonetics, and spontaneous speaking. Readings include short stories, poetry, newspapers, and the Russian web.*

*Humanities.*

1.5 credits.

Spring 2022. Stuhr-Rommereim. Yordanova.

Spring 2023. Staff, Staff.

Spring 2024. Staff, Staff.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 005. First Year Seminar: Back to the Future: Contemporary Russian Culture and Society**

*(Cross-listed as LITR 005R)*

*Hailed as the "end of history" and "the greatest geopolitical tragedy of the 20th century," the fall of the Soviet Union forced Russia to reconcile a past that had long been suppressed with a present reality full of possibility. We'll discuss works that address contemporary issues (Putinism, protests, refugees, corruption) and resurrect historical traumas (WWII, Stagnation, Soviet anti-Semitism, the Leningrad Siege) to understand Russia today. We will also have the opportunity to speak with some of the authors we'll be reading.*

*FYS and W. Taught in translation. No knowledge of Russian required. Open to all Humanities.*

*W*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://swarthmore.edu/russian>*

### **RUSS 006A. Russian Conversation**

*This course meets once a week for 1.5 hours. Students will read newspapers, explore the Internet, and watch videos to prepare for conversation and discussion. Each student will design and complete an individual project based on his or her own interests and goals.*

*Can be repeated once for credit.*

*Prerequisite: RUSS 004 in the current or a previous semester or by permission of the instructor.*

*0.5 credit.*

*Spring 2022. Yordanova.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

### **RUSS 008A. Russian Phonetics**

*(Cross-listed as LING 008A)*

*This course does not require any previous knowledge of Russian. It was originally conceptualized as an opportunity for students of Russian to develop their pronunciation; however, it will also allow linguists to put theory into practice with the pursuit of the acquisition of Russian phonetics. This is ultimately a practical course; therefore, attention will be focused on resetting the default positions of the tongue, jaw and lips (or, as the Russians have it, the "articulation foundation"). Work on the production of the individual phonemes will be followed by the study of phonetic rules, which govern the production of consecutive sounds in word and phrases, and by the study of intonational constructions.*

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

### **RUSS 010. Advanced Russian**

*The course includes practice in speaking, understanding, reading and writing Russian through the use of authentic Russian language materials, including film. Students will consolidate previous knowledge of Russian grammar, and will significantly increase their vocabulary and improve their level of coherent language and writing. Students will acquire conscious knowledge of the meanings of the grammatical forms applied to discourse, i.e. to specific verbal situations, based not only on the underlying linguistic phenomena, but also on the content of lingua-cultural situations.*

*Humanities.*

*1 credit.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

### **RUSS 011. Introduction to Russian Culture**

*This advanced intensive writing course will reinforce previous stages of work in Russian and will focus on composition rather than translation from English. Students will develop advanced skills in comprehension and active use of the written language through the use of authentic Russian language materials. The course will concentrate on contemporary Russian culture and also on changes in the Russian language-with a wide variety of materials from fiction, newspapers, journals and other media sources.*

*Conducted in Russian.*

*Prerequisite: RUSS 004 or permission from the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Spring 2024. Staff.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

## **RUSS 012. Russian Culture through Film**

*The purpose of this course is to study the ways in which Russian filmmakers have used the medium of cinema to explore history, culture, politics, and social issues prevalent in the Russian society at different periods of its development. The course will follow the development of Soviet and Russian cinema from the Golden Age of silent films, through the periods of Socialist Realism, WWII, the Thaw, Stagnation, Perestroika, and finally - the Russian Federation up to the present day.*

*In addition to exploring Russian history and culture, in this course special attention will be paid to the medium itself - cinema. As storytelling device, as historical document, as expression of imagination, as artistic object, there is no form more capable of capturing our interest and provoking the senses. Therefore, some of the main objectives in this course will be:*

- *To understand the nature and process of film production*
- *To learn how to "read" and analyze film*
- *To explore the major aesthetic trends in the history of cinema and familiarize ourselves with the main theoretical and critical approaches to film theory.*

*The films and readings assigned for each class meeting are selected because of their relevance to the theories for the week (often this relevance will be implicit rather than explicit) - for instance: *The Photographic Image and Sound, The Cinematic Narrator, Reality and Film, The Film Spectator, Film Genre, etc.* The goal of the course is not to focus on any single theory or group of theories, but rather to review a large selection of theories, and allow the students to practice applying these theories to film, so that by the end of the course each student will have the critical tools to provide an informed verbal and written film analysis, and be able to discuss how various aesthetic and ideological approaches to filmmaking influence cinema practice over time.*

*Humanities.*

*1 credit.*

*Spring 2023. Yordanova.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

## **RUSS 012A. Attachment: Russian Culture Through Film**

*.5 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

## **RUSS 013. The Meaning of Life and the Russian Novel**

*(Cross-listed as LITR 013R)*

*This course surveys the nineteenth-century Russian novel and considers its major themes: the meaning of life in the face of death; love, marriage, and adultery; women's fate in a patriarchal society; the individual, the collective, and the experience of modernity; the ideology of Empire; crime, punishment, and redemption; and the danger and promise of utopian thought. Our approach will be 1) to read and closely analyze a series of texts that became the foundation for the Russian novelistic tradition within their own contexts and 2) to explore how these texts speak to contemporary issues, our lives, and eternal questions that all of humanity faces. Authors will include Alexander Pushkin, Mikhail Lermontov, Karolina Pavlova, Ivan Turgenev, Fedor Dostoevsky, and Lev Tolstoy.*

*Taught in translation. No knowledge of Russian language or culture required.*

*Humanities.*

*1 credit.*

*Fall 2021. Stuhr-Rommereim.*

*Fall 2023. Staff.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

## **RUSS 013A. Attachment: The Russian Novel**

*Attachment course for students reading in Russian enrolled in RUSS 013.*

*0.5 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>



## **RUSS 014. The Russian Novel: Revolution, Terror and Resistance**

*(Cross-listed as LITR 014R)*

*What does a culture look like after it undergoes a series of revolutions-sexual, political, linguistic-in short succession? To answer this question, this course surveys the Russian novel and its contexts from the years following the Bolshevik Revolution, through the Soviet period, and into the post-Cold War era.*

*A battle of values in the early USSR between a rebel and a sausage maker. First love and the Russo-Japanese war through the eyes of a child. A dystopian, Kafkaesque tale of an individual awaiting his execution. Stalin's purges, Gulag labor camps, and the women who fight for their sons. A murder-mystery in the depths of the Russian provinces. The fall of the Soviet Union and the tragedy of those it left behind. A time traveler born in 1900 who awakens in 1999 and must reconstruct the Russian 20th Century.*

*All are welcome. Taught in translation. No previous knowledge of Russian language or culture required.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-paired*

*Fall 2022. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 014A. Attachment: The Russian Novel**

*0.5 credit.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 015. First-Year Seminar: East European Prose in Translation**

*(Cross-listed as LITR 015R)*

*Novels and stories by the most prominent 20th-century writers of this multifaceted and turbulent region. Analysis of individual works and writers to appreciate the religious, linguistic, and historical diversity of Eastern Europe in an era of war, revolution, political dissent, and outstanding cultural and intellectual achievement. Readings, lectures, writing, and discussion in English; students who are able may do some readings in the original languages.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST, CPLT*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 016A. Forensic Linguistics**

*Cross-listed as LING 016A*

*This half-credit course provides an overview of linguistic approaches to the study of law and language. It combines a theoretical discussion of selected issues with practical analysis of texts. Written texts will be analyzed for their stylistic features, spoken texts will point out the interaction between discourse participants. The course will report on the findings of the newly developing discipline of forensic linguistics. At the end of the course, students will be able to understand the role of the emerging discipline of forensic linguistics as well as understand the specificities of various genres of legal English.*

*Humanities.*

*.5 credit.*

*Spring 2022. Yordanova.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 017. First-Year Seminar: Love and Sex in Russian Literature**

*(Cross-listed as LITR 017R)*

*Best known for political priorities and philosophical depth, Russian literature has also devoted many works to the eternal concern of love and sex. We will read significant and provocative works from traditional folk tales through the 20th century to discuss their construction of these most "natural" impulses -and how they imagine the relationship of human attraction to art, politics and philosophy.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GSST*

*Fall 2021. Nikulin*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 018. Reading the Russian Media**

*The Russian media (средства массовой информации) offer a wide range of political positions, language styles, and thematic interests. In this course we will read and watch widely, following both current events and particular student interests. Projects will emphasize all areas of language proficiency (listening, speaking, reading and writing) and may contribute to your work in other courses.*

*Prerequisite: RUSS 004 or permission of the instructor.*

*1 credit.*

*Fall 2021. Yordanova.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

## **RUSS 019. Russian Culture Through Music**

*(Cross-listed as MUSI 004C)*

*Music has always played a central role in Russian cultural life. By shaping and responding to various cultural, social, and political changes, it has served as a space for the construction and negotiation of individual and national identity. This course will begin with a brief historical survey, touching upon the folk tradition and the beginning of Russian classical music and opera - Glinka, Musorgsky, Tchaikovsky, Shostakovich, etc. We will also examine the development of Russian music through different historical periods, concentrating on an area of common interest for the specific group of students enrolled in the course. Some of the questions this course will pose, and hopefully answer, at least partially, are: How does a piece of music reflect the ideological and political situation of its time? How does it reveal the aesthetic sensibilities and aspirations of the composers, their listeners, and society at large? How has music's function as breeding ground for social and cultural values changed in post-Soviet times?*

*Humanities.*

*1 credit.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

## **RUSS 021. Dostoevsky (in Translation)**

*(Cross-listed as LITR 021R)*

*Writer, gambler, publicist, and visionary Fedor Dostoevsky is one of the great writers of the modern age. His work influenced Nietzsche, Freud, Woolf, and others and continues to exert a profound influence on thought in our own society to the present. Dostoevsky confronts the "accursed questions" of truth, justice, and free will set against the darkest examples of human suffering: murder, suicide, poverty, addiction, and obsession. Students will consider artistic, philosophical, and social questions through texts from throughout Dostoevsky's career. Students with knowledge of Russian may read some or all of the works in the original.*

*Humanities.*

*1 credit.*

*Spring 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 023. The Muslim in Russia**

*(Cross-listed as LITR 023R)*

*The long and strong relationship of Russia and Islam has been neglected in scholarship until recently. This course will examine texts (and films)*

*spanning more than a thousand years, to introduce actual interactions of Russians and Muslims, images of Muslims in Russian literature (and a few Muslim images of Russia), the place of Muslim writers in Soviet literature, and the current position of Muslims in Russia and in Russian discourse.*

*Humanities.*

*1 credit.*

*Eligible for ISLM*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 026. Russian and East European Science Fiction**

*(Cross-listed as LITR 026R)*

*Science fiction enjoyed surprisingly high status in Russia and Eastern Europe, attracting such prominent mainstream writers as Karel Čapek, Mikhail Bulgakov, and Evgenii Zamiatin. In the post-Stalinist years of stagnation, science fiction provided a refuge from stultifying official Socialist Realism for authors like Stanislaw Lem and the Strugatsky brothers. This course will concentrate on 20th-century science fiction (translated from Czech, Polish, Russian and Serbian) with a glance at earlier influences and attention to more recent works, as well as to Western parallels and contrasts.*

*Humanities.*

*1 credit.*

*Eligible for CPLT, GBL- Paired*

*Spring 2023. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 033. Propagandize this: LGBTQ Russia, Past and Present**

*(Cross-listed as LITR 033R)*

*In 2013, the Russian government passed a law forbidding the "promotion of nontraditional sexual relations to minors" - that is, restricting and potentially criminalizing any open discussion of LGBTQ identities or direct acknowledgment of the existence of queer people in Russia. Homophobic Russian rhetoric emphasizes the supposedly recent and foreign nature of LGBTQ identity and ideas - an idea at odds with the diverse sexuality and gender legacies of Russia and the USSR explored in this course. We will consider the authors represented in this course, which covers the 19<sup>th</sup> century through the present, as participants in legacies, but also as individual creators, and sometimes theorists, of queer strategies of survival, as well as LGBTQ thought and art.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Spring 2022. Nikulin.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 037. Crime or Punishment: Russian Narratives of Captivity and Incarceration**

*(Cross-listed as LITR 037R)*

*"Bless you, prison, for having been in my life!" - Solzhenitsyn. While the Gulag remains the most infamous aspect of the Soviet justice system, Russia has a long history of inhumane punishment on a terrifying scale. This course explores narratives of incarceration, punishment, and captivity from the 17th century to the present day. In discussing (non-)fiction, history, and theory, we will consider such topics as justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering.*

*Authors include Dostoevsky, Tolstoy, Chekhov, Kropotkin, Akhmatova, Solzhenitsyn, Pussy Riot, Navalny, Michel Foucault, Susan Sontag, and Angela Davis, among others.*

*We'll also have the opportunity to speak with two of our writers, Ali Feruz (jailed Uzbek journalist + LGBTQ+ rights activist) and Oleg Navalny (served 3.5 years on false charges + brother of Russian opposition leader Alexei Navalny).*

*Taught in translation; no knowledge of Russian language or culture required. All are welcome.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, INTP, GBL- Paired, ESCH*

*Fall 2023. Vergara.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://www.swarthmore.edu/russian>

### **RUSS 043. Chernobyl: Nuclear Narratives and the Environment**

*(Cross-listed as LITR 043R)*

*What really happened on April 26, 1986? This course will introduce students to the Chernobyl nuclear disaster, its consequences, and its representations across a range of cultures. Texts will be drawn from (non-)fiction, poetry, film, TV, video games, VR, and other media, as we consider the labyrinth of Chernobyl's mythology through a comparative lens and as a global phenomenon. Culture meets ecology, science, history, and politics. Fields trips and guest speakers. The final class project will involve an installation at McCabe Library. Taught in translation. No knowledge of Russian required. Open to all.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ENVS, INTP, GLBL - Paired*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **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.*

*Humanities.*

*1 credit.*

*Eligible for INTP, MDST*

*Spring 2024. Staff.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 047A. Attachment: Russian Fairy Tales**

*.5 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 053. The End of History: Contemporary Russian Culture**

*Hailed as the "end of history" and "the greatest geopolitical tragedy of the 20th century," the fall of the Soviet Union forced Russia to reconcile a past that had long been suppressed with a present reality full of possibility. We'll discuss works that address contemporary issues (Putinism, protests, refugees, corruption) and resurrect historical traumas (the Civil War, the Stalin years, the Leningrad Siege, Chernobyl) to understand Russia today. This course features a wide range of texts: fiction, non-fiction, oral histories, poetry, art, performance, and film. We will also have the opportunity to speak with some of the figures whose work we'll examine. No knowledge of Russian required.*

*Humanities.*

*Writing course.*

*1 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 063. Roots of Feminism & Radicalism in Russia**

*(Cross-listed as LITR 063R)*

*From the earliest engagements with socialism in the Russian Empire to Russian Jewish émigré anarchism in the United States, radical visions for the transformation of society in Russian intellectual history were intertwined with the question of the social position of women. In this writing*

*intensive course we will trace interlocking questions of social transformation and gender equality through literary and philosophical works by authors including: Tolstoy, Nikolai Chernyshevsky, Rosa Luxemburg, Alexandra Kollontai, Emma Goldman, and many others. This course is writing intensive.*

*Humanities*

*Writing course.*

*1 credit.*

*Eligible for GSST.*

*Spring 2022. Stuhr-Rommereim.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

## **RUSS 070. Translation Workshop**

*(Cross-listed as LING 070, LITR 070R)*

*This workshop in literary translation will concentrate on both theory and practice, working in poetry, prose, and drama as well as editing.*

*Students will participate in an associated series of bilingual readings and will produce a substantial portfolio of work. Students taking the course for linguistics credit will write a final paper supported by a smaller portfolio of translations. No prerequisites exist, but excellent knowledge of a language other than English (equivalent to a 004 course at Swarthmore or higher) is highly recommended or, failing that, access to at least one very patient speaker of a foreign language.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Fall 2022. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 079. Advanced Translation Project**

*Humanities.*

*0.5 credit.*

*Fall 2023. Forrester.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <https://www.swarthmore.edu/russian>*

## **RUSS 091. Special Topics**

*For senior course majors. Study of individual authors, selected themes, or critical problems.*

*Offered on demand.*

*Humanities.*

*1 credit.*

*Fall 2021. Stuhr-Rommereim*

*Spring 2022. Stuhr-Rommereim*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 093. Directed Reading**

*0.5 - 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Modern Languages and Literatures: Russian*

*Department website: <http://www.swarthmore.edu/russian>*

## **RUSS 094. Independent Study**

*Humanities.*

*1 credit.*

*Fall 2023. Staff.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

## Seminars

*Seminars in Russian are offered when there is sufficient demand. The Russian section webpage includes descriptions of possible seminar topics.*

### **RUSS 101. Tolstoy**

*Novelist, Christian philosopher, pacifist, and educator, the monumental Lev Tolstoy's thought inspired communities of "Tolstoyans" and influenced Gandhi and Martin Luther King, Jr. 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.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 102. Russian Short Story**

*Counterpoint to the sprawling Russian novel, the short story in Russia possessed 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, Tolstaya, and others.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **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.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **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.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 105. Literature of the Soviet Period**

*This course treats the literature associated with one of the most remarkable social experiments in human history. Students will examine the relation of literature to ideology and social reality based on a selection of works reflecting the avant-garde experimentation of the 1920s, the official doctrine of Socialist Realism, underground and émigré literature, and/or literature addressing the historical situation and the legacy of Stalinism.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://www.swarthmore.edu/russian>

### **RUSS 106. The Culture of Dissent in Russia**

*This Russian-language seminar will explore artistic and non-fictional expressions of dissent throughout the last 100 years. Texts will be considered in their cultural and historical contexts as we examine dissent not only as a political act, but also as a highly personal and existential one. Readings will be selected partly in consultation with students before the semester begins.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 107. Russia and Its Others**

*As multinational states, the Russian Empire and the Soviet Union included populations of huge ethnic variety, as does Russia today. This class will survey a variety of non-Russian Russophone writers and ethnic Russians writing about the other populations of their state. As usual for Russian literature, this enterprise will reveal universal human truth as well as sharply depicted particulars.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 108. Russian Modernism**

*The period spanning roughly 1890-1925 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 in more depth according to students' interests and preferences.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **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.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **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 and Margarita*, arguably the most fun novel of the 20th century.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 111. Tsvetaeva & 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, as well as the inspirations and tragedies of their personal lives.*

Humanities.

2 credits.

Eligible for GSST

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 112. Akhmatova and Mandelstam**

*Several great Russian 20th-century poets belonged to a group called "Acmeists" for their emphasis on verbal clarity, specificity of imagery, and attitude of "nostalgia for world culture." Osip Mandel'shtam spent years in "internal exile" for overly honest writing and died in a camp in 1938. Anna Akhmatova, the Russian poet perhaps most translated 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 two poets, with attention to their literary and cultural context.*

Humanities.

2 credits.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 113. Russian and Soviet 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.*

Humanities.

2 credits.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **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 exploring several of the areas of Russian folklore that have most influenced literature.*

Humanities.

2 credits.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 115. Dissidence in Russian Literature**

*This course will explore one of the most appealing components of Russian literature, reading controversial Russian literary and publicistic texts, written from the early 18th century through the beginning of the 21st century. The works carry hidden meanings that reward deep reading and multiple readings, and they convey a wealth of information and opinion about historical, moral, political, and existential questions. We will read the very best of these dissident writers, and each student will write a substantial research paper based on individual interests. The reading list will include Chaadaev, Bulgakov, Akhmatova, Solzhenitsyn, Aksenov, Brodsky, Shenderovich, Bykov, and others.*

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 116. The Petersburg Myth in Russian Literature**

*This course examines the importance of St. Petersburg in Russian history, society, and culture. These themes and developments have been crucial for understanding Russia as a whole over the course of the city's vibrant, often turbulent, 300-plus-year existence. Themes include the discourse of East versus West in defining Russian national identity; reform and modernization in Russian history; death and suffering in Russian history; and the relationship between center and periphery in the Russian and Soviet context.*

Humanities.

2 credits.



Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://www.swarthmore.edu/russian>

### **RUSS 117. The Russian Literary Anecdote**

*This course explores the nature and evolution of the Russian anecdote that originated in ancient times. From Ivan the Terrible through Peter the Great, the anecdote, like other oral genres, persisted in spite of governmental censorship. The heyday of the Russian literary anecdote was the first half of the nineteenth century. We will read anecdotes and stories from chronicles and diaries of contemporaries of the Russian tsars, short stories of Gogol, Dostoevsky, Tolstoy that were based on real facts and transformed into anecdotes. We come full circle to the chronicles of Soviet and post-Soviet times by Dovlatov and Veller.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 118. Jews in Russia: Culture, Film, Literature**

*As the Russian Empire expanded over time, it absorbed territories with large Jewish populations. Jews have played crucial roles in Russian and Soviet history and culture, be it as political radicals and revolutionaries, moral thinkers and philosophers, or some of Russia's best poets, artists, and film directors. Depending on student interest for its emphases, this course will read the likes of Lev Shestov, Liubov Gurevich, S. Ansky, Boris Pasternak, Osip Mandelstam, Isaac Babel, Evgeniia Ginzburg, Lev Grossman, Elena Shvarts, and perhaps translations of a few Russian-Jewish writers now working in American English.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 119. Russian Women Writers**

*Why devote a seminar specifically to Russian women writers? Because they are brilliant and neglected-though we will also read some who have not been neglected. From empresses and princesses to trans cavalry officers, poets and novelists, literary critics, singer-songwriters and yet more poets, we will read a wide variety of Russian women in their cultural and literary context.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 120. Russian Science Fiction & Fantasy**

*Science fiction enjoyed surprisingly high status in Russia and the Soviet Union, attracting such prominent mainstream writers as Evgenii Zamiatin and Mikhail Bulgakov. In the post-Stalinist years of stagnation, science fiction was a refuge from stultifying official Socialist Realism for authors like Arkady and Boris Strugatsky. Since the end of Soviet literary censorship, speculative fiction has continued its important role in public discourse, while fantasy (formerly banned from official publication) has emerged as an important genre in both young adult and mainstream literature.*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

### **RUSS 121. Nabokov**

*As any reader of Vladimir Vladimirovich Nabokov knows, his Russian background is essential to understanding of his writing and career. This class will concentrate on his Russian novels, stories and a few examples of poetry, written before his second emigration from Europe to the US. That beautiful style, caressing the divine details, is just as beautiful in the original!*

*Humanities.*

*2 credits.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://www.swarthmore.edu/russian>

## **RUSS 122. Russian Avant-Garde Culture**

*The early 20th century in Russia witnessed amazing artistic, cultural and intellectual ferment as well as artistic crossover and interdisciplinary cross-fertilization. This course will consider topics drawn from the following areas: art, architecture, ballet, film, folklore, linguistics, literature, music, theater. All readings, discussion and writing will be in Russian.*

*Humanities.*

*1 credit.*

*Fall 2023. Forrester.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <https://www.swarthmore.edu/russian>

## **Russian Courses Not Currently Offered**

### **RUSS 012A. Attachment: Russian Culture Through Film**

*.5 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

### **RUSS 016A. Forensic Linguistics**

*Cross-listed as LING 016A*

*This half-credit course provides an overview of linguistic approaches to the study of law and language. It combines a theoretical discussion of selected issues with practical analysis of texts. Written texts will be analyzed for their stylistic features, spoken texts will point out the interaction between discourse participants. The course will report on the findings of the newly developing discipline of forensic linguistics. At the end of the course, students will be able to understand the role of the emerging discipline of forensic linguistics as well as understand the specificities of various genres of legal English.*

*Humanities.*

*.5 credit.*

*Spring 2022. Yordanova.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

### **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 early Soviet avant-garde cinema and survey the traditions that developed subsequently with selections from Caucasian, Czech, Hungarian, Polish, Russian, 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.*

*Humanities.*

*1 credit.*

Catalog chapter: *Modern Languages and Literatures: Russian*  
Department website: <http://www.swarthmore.edu/russian>

### **RUSS 025. The Poet and Power**

*(Cross-listed as LITR 025R)*

*This course will explore Russian literature in its cultural and historical contexts. In Russia, a poet has always been a voice, a herald of freedom or non-conformism, if not an envoy of the regime. The poet is also a philosopher and a thinker. Students will read Russian literary texts from the early 18th century through the beginning of the 21st century. The circle will begin with Lomonosov, whose poetry glorified the Tsarinas. We will continue with censored works by Pushkin, Griboedov, Chaadaev, Gogol, Akhmatova, Chukovskaya, Solzhenitsyn and others who underwent*

political or social pressure from the Russian or Soviet state. We finish with postmodernist Pelevin, who was neither harassed nor arrested for his prose in a new phenomenon for Russia: during the last two decades literature has come to exist independently from power, in a parallel world.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 033. Propagandize this: LGBTQ Russia, Past and Present**

(Cross-listed as LITR 033R)

In 2013, the Russian government passed a law forbidding the "promotion of nontraditional sexual relations to minors" - that is, restricting and potentially criminalizing any open discussion of LGBTQ identities or direct acknowledgment of the existence of queer people in Russia.

Homophobic Russian rhetoric emphasizes the supposedly recent and foreign nature of LGBTQ identity and ideas - an idea at odds with the diverse sexuality and gender legacies of Russia and the USSR explored in this course. We will consider the authors represented in this course, which covers the 19<sup>th</sup> century through the present, as participants in legacies, but also as individual creators, and sometimes theorists, of queer strategies of survival, as well as LGBTQ thought and art.

Humanities.

1 credit.

Eligible for GSST

Spring 2022. Nikulin.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 041. War and Peace in Russian Literature and Culture**

(Cross-listed as LITR 041R)

This course explores Russian literary and cinematic responses to the ravages of war and revolution, heroic and bloody conflicts that repeatedly devastated the country throughout its tumultuous history. We will read a variety of texts dealing with wars in the Middle Ages, the Napoleonic invasion, the Crimean War, the Revolution of 1917, the Civil War, World War II, and various recent conflicts to explore how individual writers portray 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* (of course), Bulgakov's *White Guard*, Babel's *Red Cavalry*, Grossman's *Life and Fate*, and Akhmatova's *Poem Without a Hero*. Films will include *Alexander Nevsky*, *Battleship Potemkin*, *Ballad of a Soldier*, *My Name is Ivan*, and *Prisoner of the Mountains*. All readings and discussions will be in English, and films will be screened with English subtitles.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 042. Revolutionary Theater**

(Cross-listed as LITR 042R)

We start with Konstantin Stanislavsky's founding of the Moscow Art Theatre, whose revolutionary approach to acting, directing and set design exerts a profound effect on Western theater to this day. Concurrently we will examine Anton Chekhov's four major plays and their integral part in the success of the Moscow Art Theatre. We then examine the effect of the Soviet revolution on Russian theater from two viewpoints. On the one hand, we will follow the arc of directors and playwrights such as Vsevolod Meyerhold who embraced the Soviet revolution and reflected this embrace in their radically innovative and futuristic productions and set designs. On the other hand, we will follow the tragic arc of playwright Mikhail Bulgakov and his stormy relationship with the Moscow Art Theater and the Soviet regime by reading his plays and his biting funny satire *Black Snow*.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

### **RUSS 045. Poetry in Translation/Translating Poetry**

(Cross-listed as LITR 045R)

This course will study the history, practice, and politics of poetic translation from antiquity to the present, including works from a variety of languages. The course has a strong practical component: all students will work on translations of their own throughout the semester (from

languages they know or by working with native speakers or literal versions), and the final project may include a portfolio of translations. Especially suitable for students interested in comparative literature or creative writing.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

## **RUSS 067. Jews in Russia: Culture, Film, Literature**

(Cross-listed as LITR 067R)

As the Russian Empire expanded over time, it absorbed territory with large Jewish populations. Jews have played crucial roles in Russian and Soviet history and culture, be it as political radicals and revolutionaries, as moral thinkers or philosophers, or as some of the world's best poets, artists, and film directors.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <http://www.swarthmore.edu/russian>

## **RUSS 075. Comedy, Satire, Humor**

(Cross-listed as LITR 075R)

Laughter is one of the basic human experiences, but in different theories and manifestations it can mean aggression, festivity, freedom, a release of nervous tension or complicity. This course will concentrate on some of the funniest literature from the Russian tradition, be it lighthearted or scalding, fantastic or down-to-earth. Besides the pleasures of laughter, we will explore what you need to know to get the joke and what this humor means.

Humanities.

1 credit.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

## **Music and Dance: Dance**

Courses

### **Faculty**

**PALLABI CHAKRAVORTY, Professor of Dance and Chair**

**OLIVIA SABEE, Assistant Professor of Dance**

**JOSEPH SMALL, Assistant Professor of Dance**

**CHANDRA MOSS-THORNE, Lecturer, Dance (part time)**

**BETHANY FORMICA BENDER, Associate in Dance Performance (part time)**

**AQEEL BHATTI, Associate in Dance Performance (part time)**

**KYLE CLARK, Associate in Dance Performance (part time)**

**SHIVA DAS, Associate in Dance Performance (part time)**

**LADEVA DAVIS, Associate in Dance Performance (part time)**

**JUNGEUN KIM, Associate in Dance Performance (part time)**

**JEANNINE OSAYANDE, Associate in Dance Performance (part time)**

**WESLEY RAST, Associate in Dance Performance (part time)**

**LINGYUAN ZHAO, Associate in Dance Performance (part time)**

**SUSAN GROSSI, Administrative Coordinator**

*At Swarthmore, dance is a global discourse. The dance and music programs share an integrated approach to composition, history, performance, and theory in lecture/discussion and studio practice courses. We believe this is central to the understanding of dance as an artistic, intellectual, and social inquiry within a liberal arts context.*

## The Academic Program

*The mission of the program is to offer students dance experiences that privilege a merging of embodied practice and history/theory in relation to more than one situated perspective (those listed above). Some courses concentrate on one cultural context only (this is true generally in history, repertory, and technique). Others put a variety of perspectives in conversation (choreographic laboratories, improvisation, history, repertory, and theory). The role of dance as an agent of social change is also present in Swarthmore dance offerings. All dance studies courses engage students in an investigation of the relationship of dance to other arts and areas of thought.*

*The study of Dance as a liberal art requires an integrated approach to theory, history, and performance, with experience in all three areas being essential to its understanding as an artistic and intellectual pursuit. There is no required GPA to be accepted into the program as majors and minors, but acceptance is through consensus among the faculty, and students should complete the requirements for admission to the major or minor in the first two years of study. The program offers three different areas of focus: Choreography, Dance Studies, and Individually Created (Special Major). If a student has not completed all the requirements for admission to the major or minor at the time of application but has done good work in one or more courses in the program, the student may be accepted on a provisional basis.*

### **Dance Studies**

*At Swarthmore, dance students are encouraged to consider the links between aesthetics and politics, delving deeply into history or current practices to engage with dance as a global discourse. All courses in the program, whether in Dance Studies or Choreography, engage students in an investigation of the relationship between dance and other arts and areas of thought. Many of our Dance Studies courses (which are intensive reading and writing courses) are cross-listed with Music, Anthropology, Asian Studies, French and Francophone Studies, Gender and Sexuality Studies, Religion, Peace and Conflict Studies, Theater, and Comparative Literature, as well as eligible for Interpretation Theory and Global Studies. Individual research projects allow a student to focus on their chosen area of study, deepening investigation under the direction of a faculty mentor.*

### **Choreography/Dance Making**

*At Swarthmore, students make dances and become choreographers by developing embodied knowledge and conceptual frameworks central to creating movement dialogues and design. Choreographers learn how to craft movement in relation to space, time, and energy dynamics as well as emotional and political content. Dance Lab (I and II): Making Dance, and Improvisation courses in our program examine how these principles apply across different dance forms and encourage experimentation with new media. Global dialogues that embrace a variety of dance histories and critical perspectives strengthen the study of choreography from cross-cultural and inter-cultural perspectives. We encourage students to develop their individual projects, find their own voice, explore cross-disciplinary collaborations, and refine their artistic statements.*

*The Major/Minor requirements for Dance were revised in 2021 and apply to the class of 2023 and beyond. Majors and Minors in the classes of 2021 and 2022 should refer to the 2019-2020 College Bulletin or consult with their advisor for guidance.*

## Course Major

*The goal of the course major in Dance is to expose a student to the broad scope of the field. The distribution of required courses for the major provides students with an introduction to Dance Studies, Choreography, and Performance, and allows them to direct their final credit(s) in the major toward a specific focus: Choreography, Dance Studies, or an Individually Created focus (Special Major). Majors will be required to develop an extended paper or a significant dance performance piece as part of their focus. All dance majors are strongly encouraged to participate in technique and repertory classes each semester.*

*All Majors will design their programs in consultation with a faculty advisor.*

### **Requirements for Admission to the Major (to be completed in the first two years of study):**

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application.

2. Completion of one course in dance studies at Swarthmore with a grade of B or better.
3. Completion of one course (Dance Lab I for Choreography focus and Dance Lab I or one additional dance studies course for Dance Studies focus) at Swarthmore with a grade of B or better
4. Completion of at least one .5 credit course in Dance Technique or Repertory/Ensemble

*\*Although Technique and Repertory courses can be repeated for credit, a student can only apply a course once towards the Major requirements.*

*The dance faculty encourages students to pursue a senior project/thesis that incorporates a comparison or integration of dance with some other creative or performing art (creative writing, music, theater, or visual art), with a community-based learning component, or with another academic discipline of the student's interest.*

## Dance Studies

**Requirements for the Major - Dance Studies focus:**

1. Five Dance Studies courses
  - a. One course from: DANC 021 or 022
  - b. One course from: DANC 004 or 025
  - c. Three Dance Studies elective courses
2. Four .5 credit Dance Technique and/or Repertory/Ensemble courses\*
  - a. One course from: DANC 040, 041, 049A, 049E, 050, 051, 051A, 060, 061, 061A, or 070
  - b. One course from: DANC 043, 044, 049B, 049C, 049K, or 054
  - c. One course from: DANC 042, 046, 049D, 049F, 056, or 057
  - d. One course from: DANC 040-070
3. General Electives (Choose 1 credit)
  - a. DANC 011. Dance Lab I: Making Dance
  - b. One Dance Studies course
  - c. Two Dance Technique and/or Repertory/Ensemble courses from DANC 040-070
4. DANC 095 and/or 096. Senior Thesis

**Total credits for Major - Dance Studies focus: 9-10**

## Choreography

**Requirements for the Major - Choreography focus:**

1. DANC 011. Dance Lab I: Making Dance
2. DANC 012. Dance Lab II: Making Dance
3. DANC 045. Dance Technique: Yoga
4. Three Dance Studies courses

- a. One course from: DANC 021 or 022
  - b. One course from: DANC 004 or 025
  - c. One Dance Studies elective course
5. Three .5 credit Dance Repertory/Ensemble courses\*
- a. One course from: DANC 049A or 049E
  - b. One course from: DANC 049B, 049C, or 49K
  - c. One course from: DANC 049D or 049F
6. Three .5 credit Dance Technique courses\*
- a. One course from: DANC 040, 041, 050, 051, 051A, 060, 061, 061A, or 070
  - b. One course from: DANC 043, 044, or 054
  - c. One course from: DANC 042, 046, 056, or 057
7. One Dance Technique and/or Repertory/Ensemble course from DANC 040-070
8. DANC 094. Senior Project

**Total credits for Major - Choreography focus: 10**

*Note: Majors with a focus in Choreography are also strongly encouraged to enroll in THEA 003. Fundamentals of Design for Theater Performance and THEA 004B. Lighting Design.*

## Course Minor

*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 Dance Studies and Choreography and allows them to direct their final credit(s) in the minor toward one of these two areas. Minors will be encouraged, but not required, to develop an extended paper or a dance performance piece as part of their program. All dance minors are strongly encouraged to participate in technique and repertory classes each semester.*

*All Minors will design their programs in consultation with a faculty advisor.*

**Requirements for Admission to the Minor (to be completed in the first two years of study):**

1. Overall average of C or better in all courses taken during the two semesters preceding the time of application.
2. Completion of one course in dance studies at Swarthmore with a grade of B or better.
3. Completion of at least one .5 credit course in Dance Technique or Repertory/Ensemble

*\*Although Technique and Repertory courses can be repeated for credit, students can only apply a course once towards the Minor requirements.*

## Dance Studies

**Requirements for the Minor - Dance Studies focus:**

1. Three Dance Studies courses
  - a. One course from: DANC 021 or 022
  - b. One course from: DANC 004 or 025

c. One Dance Studies elective course

2. Additional elective courses (totaling 2.5 credits) proposed by the student and approved on an individual basis by the faculty from a combination of dance studies, choreography, technique, and repertory/ensemble courses.\*

**Total credits for Minor - Dance Studies focus: 5.5**

## Choreography

**Requirements for the Minor - Choreography focus:**

1. DANC 011. Dance Lab I: Making Dance

2. Two Dance Studies courses

a. One course from: DANC 004, 021, 022, or 025

b. One Dance Studies elective course

3. One .5 credit Dance Repertory/Ensemble course

4. Two .5 credit Technique courses from two of the three categories below (totaling 1 credit):

a. DANC 040, 041, 050, 051, 051A, 060, 061, 061A, or 070

b. DANC 043, 044, or 054

c. DANC 042, 046, 056, or 057

5. Additional elective courses (totaling 1 credit) proposed by the student and approved on an individual basis by the faculty from a combination of dance studies, choreography, technique, and repertory/ensemble courses.\*

**Total credits for Minor - Choreography focus: 5.5**

## Performance

**Requirements for the Minor - Performance focus:**

*The Minor - Performance focus is currently on hold. Minors in the classes of 2021 and 2022 should refer to the 2019-2020 College Bulletin or consult with their advisor for guidance.*

## Honors Major

*Majors in the Honors Program must have received a grade of B+ or better in all dance courses before admission. The choice of focus for a student's major will be determined in consultation with an adviser from the dance faculty.*

***The Dance Major in Honors is identical to the Dance Course Major in its basic coursework requirements.***

***Additional Requirements for the Honors Major:***

*All dance majors in the Honors Program must do three preparations of two credits each:*



1. *Dance Studies: two dance studies courses*
2. *Choreography: DANC 012. Dance Lab II: Making Dance and one dance studies course*
3. *Either Senior Project or Senior Thesis:*

*Senior Project (Choreography)*

*DANC 092. Independent Study (Fall)*

*DANC 094. Senior Project (Spring)*

*Senior Thesis with a literature review (Dance Studies):*

*DANC 095. Senior Thesis (Fall)*

*DANC 096. Senior Thesis (Spring)*

*Students' choice of which courses to include in their preparations is subject to faculty approval. Syllabi, papers, and videos of student choreography from these courses will be submitted to external examiners as part of students' Honors Portfolio. Students should be prepared to submit their final senior project or thesis proposal at the start of their junior year.*

## Honors Minor

*Students in the Honors Program who are presenting a major in another discipline and a minor in dance must do one two-credit preparation in dance, in either Choreography or Dance Studies.*

***The Dance Minor in Honors is identical to the Dance Course Minor in its basic coursework requirements.***

***Additional Requirements for the Honors Minor:***

*Choreography:*

1. *One dance studies course*
2. *DANC 012. Dance Lab II: Making Dance or DANC 094. Senior Project*

*Dance Studies:*

1. *One dance studies course*
2. *DANC 095. Senior Thesis*

*Students' choice of which courses to include in their preparations is subject to faculty approval. Syllabi, papers, and videos of student choreography from these courses will be submitted to external examiners as part of students' Honors Portfolio. Students should be prepared to submit their final senior project or thesis proposal at the start of their junior year.*

## Special Major

*The program for a Special Major comprises a minimum of five credits in dance coursework. The two disciplines in this major may be philosophically linked or may represent separate areas of the student's interest. The faculty encourages students to consider the philosophical links between the two disciplines. Examples of past special majors include: Dance and Anthropology, Dance and Art, Dance and Biology, Dance and Education, and Dance and Psychology. Special Majors are encouraged to take at least one dance class before applying.*

***All Special Majors will design their programs in consultation with a faculty adviser.***

## Dance Studies Focus

### 1. Four Dance Studies courses

- a. One course from: DANC 021 or 022
- b. One course from: DANC 004 or 025
- c. Two Dance Studies elective courses

### 2. DANC 095. Senior Thesis

## Choreography Focus

1. DANC 011. Dance Lab: Making Dance I
2. DANC 012. Dance Lab: Making Dance II
3. DANC 045. Dance Technique: Yoga
4. One Dance Studies course from DANC 004, 021, 022, or 025A
5. DANC 092. Independent Study
6. DANC 094. Senior Project

## Additional Information Regarding the Dance Program

### Dance Technique Courses

*In a typical semester, more than 30 hours of dance technique classes are offered on graded levels presenting a variety of movement styles. Technique courses may be taken for academic credit, to fulfill physical education requirements, or for 0 credit. Advanced dancers should consult with instructors or attend placement for level II or III technique classes. A total of no more than 8 full credits (16 0.5-credit courses) in dance technique and repertory 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 technique and repertory/ensemble classes.*

### Off-Campus Study

*Given the Dance Program's emphasis on the cross-cultural study of dance, we strongly encourage students to pursue study abroad opportunities. The possibility to study dance in another country gives students the opportunity to hone their technique in a different cultural setting (in many cases in a different language!) as well as to explore dance studies and choreography from new perspectives and styles. In recent years, students from the Dance Program have studied in countries including England, France, Australia, Cuba, Ghana, India, and Japan as well as pursuing intensive dance study through domestic off-campus study programs. Swarthmore has a special affiliation with the University of Ghana, where students have the opportunity to study traditional dances from a wide variety of ethnic groups and regions of Ghana as well as drumming and singing.*

*Majors and minors interested in off-campus study should contact their faculty advisor for assistance in identifying an appropriate program. The Dance Program also offers funding to majors and minors wishing to study a dance form in Philadelphia if it is not offered on campus.*

## Dance Courses

### Introductory Courses

#### **DANC 001A. Introduction to Dance Studies: Bodies, Power and Resistance**

*In this course we will use the themes of power and resistance as a lens to focus on the ways in which gender, race, class, sexuality, ethnicity, and politics affect dance creation, performance, and participation. Through critical analysis of sources such as written texts, videos, and live performances, students will learn to view dance critically and to write about dance in context. We will watch and read about different styles of theatrical and social dance in a wide range of historical periods ranging from hip hop to court ballet. Video examples of dance genres and particular dance works mentioned in assigned texts will be viewed in class.*

*Humanities.*

*1 credit.*

Catalog chapter: Music and Dance: Dance  
Department website: <https://www.swarthmore.edu/dance-program>

### **DANC 003. Taiko & Asian Amer Experience**

MUSI 002C

In this course we will examine the origins of Taiko drumming in Japan and consider how the tradition has developed in North America over the past four decades. We will discuss the role of Taiko drumming in the Asian American Movement, explore different styles of contemporary Taiko in Asian America, and gain basic drumming competency. Through the integration of academic and performance study we will consider and experience Taiko drumming as a prominent and dynamic Asian American performing art. Open to all students without prerequisite. No prior performance or musical background is required.

Humanities.

1 credit.

Eligible for ASIA

Spring 2022. Ouyang.

Catalog chapter: Music and Dance: Dance

Department website: <https://www.swarthmore.edu/dance-program>

### **DANC 004. Arts in Action**

(Cross-listed as MUSI 006)

What is art and what constitutes action? The course will explore these questions in two ways: First, we will look at the interconnections between culture, art, and community through rigorous intellectual inquiry by orienting students to some key ideas through selected readings. Second, we will engage in situated learning with local and international arts communities. We will have community leaders from our local communities as guest speakers in addition to two webinars planned for the class on the intersections of the arts, citizenship, and justice: one focusing on the U.S and Black Lives Matter movement (BLM) and the other focusing on India and the Citizenship Amendment Act (CAA). Our areas of foci will be local (Philadelphia) and international (India) for cross-cultural engagements with the arts and the burning issues of the times. Both webinars will have renowned academics and artists/activists from the U.S and India as well as emerging artists and scholars to make them rich and intergenerational conversations. As a required activity for the class you will be asked to volunteer your time as interns with the Lang center community partners. Class requirements include readings, video viewing, and discussions, participating in webinars, keeping a regular journal, volunteer work, and doing a final project to be discussed in class.

This course is open to all students. This course fulfills a prerequisite requirement for dance majors and minors.

Humanities.

1 credit.

Eligible for PEAC, ESCH, GBLB-core

Fall 2023. Chakravorty.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 007. FYS: The Mass Ornament**

What does it mean for a group of bodies to move as one? When did this become a valued element of ensemble dancing in western theatrical dance? In this course, students will examine mass dancing as an idea, through theories of the chorus and the mass, as well as in practice, through viewings of mass dancing ranging in contexts ranging from the corps de ballet to the chorus line to the flashmob.

Humanities.

1 credit.

Fall 2021. Sabee.

Catalog chapter: Music and Dance: Dance

Department website: <https://www.swarthmore.edu/dance>

## **Dance Studies Courses**

### **DANC 021. Performance in Early Modern Europe**

(Cross-listed as CPLT 021)

How do we define performance in early modern Europe? This course explores multi-

genre traditions through forms including court ballet, comedy-ballet, opera, bourgeois drama, and ballet d'action in order to raise questions that are equally relevant for us today: How do we study something that is fleeting? What is the relationship between "text" and performance? This course explores the hybrid genres of dance, mime, music, and drama from the seventeenth and eighteenth centuries in order to analyze their present relevance as "art." Artists and theorists studied will include Diderot, Noverre, Molière, Garrick, Goldoni, Sulzer, and others.

A version of this course has been offered in the past as a First-Year Seminar, Dance 002. If you have taken Dance 002, you are not able to enroll in DANC 021.

*This course fulfills a requirement for Music or Dance majors and minors.*

*Open to all students.*

*Humanities.*

*1 credit.*

*Eligible for GLBL, CPLT, FRST*

*Fall 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: Music and Dance: Dance*

### **DANC 022. Ballet & Modern Dance in Europe & North America 1789-1960**

*(Cross-listed as MUSI 026)*

*This survey examines the history of ballet and modern dance in Europe and North America from 1789 to the late twentieth century in context with concurrent social and political developments. Using sources including film, text, and performance, we will study the works of choreographers including George Balanchine, Katherine Dunham, Martha Graham, and Marius Petipa.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Paired*

*Spring 2022. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 023. Contemporary Performance**

*This course interrogates issues surrounding twenty-first-century movement-based performance including cultural hybridity and the relationship between movement and text. Using aesthetic theory and methodologies developed by performance studies and dance studies, we will ask what gets performed, where, and why.*

*Humanities.*

*1 credit.*

*Eligible for INTP*

*Spring 2023. Sabee.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 023A. Defying categorization: Contemporary dance and sign language performance**

*INTP 091*

*This course interrogates issues surrounding late twentieth and twenty-first-century movement-based performance focusing on dance, storytelling, and sign poetry including cultural hybridity and the relationship between movement and text. Jumping off from the history of aesthetics and methodologies developed by performance studies and dance studies, as well as sociological distinctions of in-group/out-group, we will ask what gets performed, where, and why.*

*Humanities.*

*1 credit.*

*Fall 2023. Sabe. Napoli.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance>*

## **DANC 025A. Dance and Diaspora**

*(Cross-listed as ANTH 020J)*

*How do we locate competing claims of globalization, place-ness, and hybridization of cultural identity in a single frame? Dance offers an unconventional but powerful frame for studying such competing claims of identity formation. This course will explore the interrelated themes of performance, gender, personhood, and migration in the context of diasporic experiences. By focusing on specific dance forms from Asia, Africa, and Latin America, we will examine the trajectories of the global and the local in constructing identity and difference. Students will engage with theories on nationalism, transnationalism, and globalization, as well as embodiment and experience. Broadly, the course will investigate the interlocking structures of aesthetics and politics, economics and culture, and history and power, all of which inform and continue to reshape these cultures and their dance forms.*

*The primary goal for this course is to develop an understanding of cross-cultural identity and difference through the study of dance in contemporary society. The readings will introduce students to the constructed nature of cultural traditions and the contested nature of cultural identities. The writing goals are to teach students how to read critically and write within the disciplines of Anthropology, Dance/Culture Studies, Black Studies, and Global Studies. This course is eligible for credit towards a major or minor in Black Studies.*

*This is a reading and writing intensive course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, BLST, GSST, GLBL-Core*

*Fall 2021. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

## **DANC 026. Dancing Blackness**

*This course explores intersections in African diaspora dance studies and black performance theory. Topics covered include: philosophies of blackness and identity; intersections of gender and sexuality with race and dancing bodies; the role of embodiment in historical black liberation struggles; global transmissions and transformations of dance practices; black articulations of social and concert dance; and questions about the relationship between agency and movement. Key theorists such as Brenda Dixon Gottschild, Stuart Hall, E. Patrick Johnson, Saidiya Hartman, and Thomas DeFrantz will be discussed. Students will gain familiarity with connections between practice and theoretical discourse through written exercises, oral presentations, lecture, video analysis, movement studies, and group discussion. The goal of this course is three-fold: (1) to explore the political implications of dancing blackness in performances of everyday life and onstage (2) to understand how diasporic dance practices are bodily enactments of specific historical, cultural and political developments and (3) to investigate different approaches to writing about their significance in order to develop critical perspectives as thinkers and potential dance makers. Formal dance training or experience is welcome, but not required.*

*HU*

*1 credit.*

*Catalog chapter: Music and Dance: Dance*

*Department website: [www.swarthmore.edu/dance-program](http://www.swarthmore.edu/dance-program)*

## **DANC 027. Hip Hop: Dancing Diaspora from the Local to the Global**

*This course focuses on hip hop as a dance form, from its origins in the South Bronx to its current status as a global phenomenon. It will explore hip hop culture in the broader framework of the African diaspora, as a way to envision worldwide connections among people and cultures of African descent, while also considering extensions of hip hop into other dance forms, such as house and voguing, foregrounding questions of gender and sexuality. Key theorists such as Joseph Schloss, Imani Kai Johnson, and Thomas DeFrantz will be discussed. The goal of this course is two-fold: (1) to understand how dance practices are bodily enactments of specific historical, cultural and political developments and (2) to investigate different approaches to writing about their significance to develop critical perspectives as thinkers and dancers.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

### **DANC 032. The Mass Ornament**

*What does it mean for a group of bodies to move as one? When did this become a valued element of ensemble dancing in western theatrical dance? In this course, students will examine mass dancing as an idea, through theories of the chorus and the mass, as well as in practice, through viewings of mass dancing ranging in contexts ranging from the corps de ballet to the chorus line to the flashmob.*

*Humanities.*

*1 credit*

*Eligible for INTP*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance>*

### **DANC 038. Performing Ecstasy Dancing the Sacred**

*(Cross-listed as RELG 042)*

*By locating the sacred in the experiences of ecstatic dance and music, the course will specifically examine the evolution of Bhakti (Hindu) and Sufi religious practices from ritual to performance art. By exploring the sacred in relation to social processes of culture and their transformations, it will connect the sacred not only to history, tradition, ritual, spirituality and subjectivity but also to national identity, commodity and tourism in contemporary culture.*

*This is a reading and writing intensive course.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GSST*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 077B. Anthropology of Performance**

*(Cross-listed as ANTH 077B)*

*This course will introduce various approaches to the study of visual anthropology as it relates to movement, body, culture, and power. It will examine theoretical approaches ranging from semiotics of the body, communication theory, and phenomenology to the more recent approaches drawing on performance, postcolonial, post-structural, and feminist theories. It will also examine how anthropological issues in dance or performance are closely tied to issues of modernity, regional and national identity, gender, and politics. Various ethnographies and literature from dance studies, media and film studies, and feminist studies will be included in the course material. It will also require students to view videos to engage in visual analysis.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 079. Dancing Desire in Bollywood Films**

*(Cross-listed as ANTH 079B)*

*This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance, and film and media studies.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, FMST, GSST*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 079A. Screening Bollywood Film**

*Recent shifts in the representation of the "erotic" in Bollywood dances have transformed the past representations of gender and sexuality in Bollywood cinema. The course will explore the shifts in sexuality and gender constructions from national to transnational symbols through the*

songs and dances (item numbers) in Bollywood cinema and its most visible media platform, T.V Reality Shows. We will explore this through viewing and analyzing select screen performances in three parts: First, we will examine the place of the erotic in reconstructing gender and sexuality from past notions of romantic love (associated with ghazal songs or classical and folk dances) to desires for commodity. Second, we will explore the aesthetic shifts from the traditional song and dance repertoire to trendy MTV-inspired moves. We will examine how transnational images of commodity production intersect with sexuality, desire, spirituality, and modernity in these screen dances. This course will explore the song and dance sequences through video-viewing and studio work (with a Bollywood choreographer) as well as reading a few key texts. The list of videos will be included in the final syllabus.

*This is a half semester course beginning the second half of the semester.*

*0.5 Credit.*

*Eligible for ASIA, GSST*

*Spring 2022. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

## Choreography and Design Courses

### **DANC 011. Dance Lab I: Making Dance**

*This course will explore how you might use dance to tell a story, express an emotion, respond to music or sound, or make a political statement, just to name a few possibilities. Students will use movement assignments as a way to challenge their ideas about texture and rhythm, experiment with improvisation as a way of generating material, and engage with a research-based approach to choreography. This course will feature special guest artists.*

*Prerequisite: None. All are welcome, including students with dance experience, and those without any movement experience whatsoever.*

*Corequisite: Course in dance technique, taiko, or movement techniques with instructor's permission.*

*Humanities.*

*1 credit.*

*Fall 2021. Osayande.*

*Fall 2022. Staff.*

*Fall 2023. Small.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 011A. Dance Production Practicum**

*By individual arrangement with the dance faculty for rehearsal and performance of work in conjunction with dance program courses; DANC 012, DANC 092, or DANC 094.*

*P.E.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 012. Dance Lab II: Making Dance**

*This course focuses on developing an individual practice and approach based on their interests and questions. This course emphasizes the creative process, how our choreographic practice happens in relation to technology and ways to expand our notions of dance making. We engage in interdisciplinary practices involving new media and look closely at different artists and their processes. Students will expand their ideas of choreography through participating in compositional exercises including video shooting and framing, discussions and critical feedback sessions while creating choreography of their own.*

*Students share bi-weekly regarding their practices and a final performance for the public is required.*

*Students with whom the choreographer works and who commit to 3 hours weekly, may receive PE credit under DANC 011A. Dance Production Practicum.*

*Prerequisite: DANC 011*

*Corequisite: A course in dance technique must be taken concurrently.*

*Humanities.*

*1 credit.*

*Spring 2022. Kim.*

Spring 2023. Staff.  
Catalog chapter: Music and Dance: Dance  
Department website: <http://www.swarthmore.edu/dance-program>

## Dance Technique and Repertory/Ensemble Courses

Note: Technique courses (040-048, 050-053, 060, and 061) and Repertory courses (049 [all sections], 071 and 078) may be taken for 0.5 academic credit or may be taken for physical education credit. All dance technique courses numbered 040 to 048 are open to all students without prerequisite. Courses numbered 050 to 058 and 060 to 061 have a prerequisite of either successful completion of the introductory course in that style or permission of the instructor.

### DANC 040. Dance Technique: Contemporary Modern I

Bethany Formica Bender uses her multi-company performance experience and eclectic skill base in a class designed to build up ideas and break down contemporary/modern dance technique. One need not be afraid to sweat, laugh, or fall over. This introductory dance class is accessible and aerobic, so humor and high energy are all that are required. Contemporary Modern I is designed to put participants in touch with their bodies, help them focus, connect, and collaborate, while allowing every individual's voice to be heard. This course encourages a sense of playful humanism, evoking new ways of thinking and moving, problem-solving and multitasking. The dance playing field is leveled, and the value of play and laughter enlivens the body in completely unexpected ways. If taken for academic credit, concert attendance and two short papers are required.

Graded CR/NC.

0.5 credit or P.E.

Fall 2021. Bender.

Spring 2022. Bender.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### DANC 041. Dance Technique: Ballet I

An introduction to the fundamentals of classical ballet vocabulary with a focus on anatomically correct alignment, movement quality, and musicality. If taken for academic credit, concert attendance, two short papers, and a vocabulary test are required.<sup>[1][1]</sup><sub>SEP</sub>

Graded CR/NC.

0.5 credit or P.E.

Fall 2021. Moss-Thorne.

Spring 2022. Moss-Thorne.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Sabee.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### DANC 043. Dance Technique: African Diasporic Traditions

This course is an exploration of Diasporic West African dance and drum traditions through kinesthetic engagement and selected philosophical and aesthetic perspectives. This course will explore selected dance and drum traditions and their associated cultural functions as a way to enter an embodied dialogue in African Diasporic dance traditions. Primary focus will be placed on dance and drum traditions from Mali, Senegal, Guinea and Ghana as many of those dance and drum traditions have gained exposure in the West through National Dance Company tours. Dancers and drummers from these companies have relocated to the States and teach the repertory of their national dances for the last 60 years. The Philadelphia Diasporic dance and drum community is part of this rich legacy. The Swarthmore College Music and Dance Department commemorates 25 years of Diasporic African dance and drum traditions. Be part of the legacy.

**Students enrolled in DANC 043 for academic credit are required to write several detailed journals and a short final reflection paper.**

Open to all students.

Graded CR/NC.

0.5 credit or P.E.

Eligible for BLST



Fall 2021. Osayande.

Spring 2022. Osayande.

Fall 2022. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 044. Dance Technique: Tap**

*This course is available to all tappers, from beginning to advanced. Such forms as soft-shoe, waltz-clog, stage tap, and "hoofin" will be explored. There will be research and discussions of renowned tap dancers. Opportunities for discovering historical facts about tap will be made throughout the course. If taken for academic credit, concert performance and two short papers are required.*

Graded CR/NC.

0.5 credit or P.E.

Spring 2022. Davis.

Spring 2023. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 045. Dance Technique: Yoga**

*This course is meant to provide students with a consistent opportunity to develop a more conscious connection with their minds, bodies and spirits through the ancient, traditional Vedic practice of Hatha Yoga. This ancient methodology is designed to balance the polarity in all aspects of the human experience creating a deep sense of inner peace and presence.*

*Each class includes a short lesson on yogic philosophy to provide students with a deeper understanding of what yoga is; including its aims, practices, and the results of regular practice. Following that there is a physical practice which includes asana (Yogic postures), pranayama (yogic breathing techniques) and meditation (mindfulness focus and concentration). Students will acquire a practical knowledge of body alignment, experience the regenerative effect of the physical and mental relaxation that hatha yoga practices produce and a deep understanding of ancient philosophy which underpins all yogic practices. These teaching provide a foundational and practical approach for a healthy lifestyle that can reach well beyond the college experience and can play a significant role in coping with the challenges of life.*

*If taken for academic credit, three short papers are required.*

***Students are required to supply their own yoga mats.***

Graded CR/NC.

0.5 credit or P.E.

Fall 2021. Shiva Das.

Spring 2022. Shiva Das.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Shiva Das.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 046. Dance Technique: Kathak**

*This class introduces the hot rhythms (/talas/) and the cool emotions (/rasa/s) of the Indian classical dance art: Kathak. The dancing involves high energy, rapid turns, and fast footwork as well as movement of eyes, hands, neck, and fingers. This syncretic dance style from north India draws on Hindu and Muslim cultural traditions (Bhakti and Sufi) and forms the raw material for the global-pop Bollywood dance. Students who are enrolled for academic credit will be required to write papers and/or create performance texts or choreographies.*

*Open to all students. No prior dance experience is required.*

Graded CR/NC.

0.5 credit or P.E.

Eligible for ISLM, ASLA

Fall 2021. Green.

Fall 2022. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 048. Dance Technique: Special Topics in Technique**

*Intensive study of special topics falling outside the regular dance technique offerings. Topics may include Alexander technique, contact improvisation, jazz, Pilates, and musical theater dance. If taken for academic credit, concert attendance and one or two short papers are required.*

*0.5 credit or P.E.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049. Dance Performance: Repertory**

*The various sections of this course offer opportunities for study of repertory and performance practice. Students are required to perform in at least one scheduled dance concert during the semester. Three hours per week. A course in dance technique should be taken concurrently.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049B. Dance Performance Repertory: Tap**

*Open to students with some tap experience, this class draws on the tradition of rhythm tap known as "hoofin'." A new dance is made each semester, working with the varying levels of skill present in the student ensemble. Students will be expected to attend additional ensemble rehearsals.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Fall 2021. Davis.*

*Fall 2022. Staff.*

*Fall 2023. Davis.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049D. Dance Performance Repertory: Swarthmore Taiko Ensemble**

*T*

*Taiko is an energetic neo-folk drumming art stemming from Japan and its postwar diaspora. Emphasizing choreographic, embodied approaches to Taiko, as an ensemble we learn contemporary and folk-based repertory from Japan and the international Taiko community, culminating in end-of-semester performances. Through Taiko, we hone intense physicality and musicianship, perseverance, mindfulness, cooperation, responsibility, creativity, and an appreciation for Japanese and Asian American cultures.*

*No prior experience required.*

*A dance technique course, such as DANC057 Taiko I, taken concurrently is highly encouraged but not necessary.*

*Video viewings, readings, and performance participation.*

*2 PE or 0.5 academic credit (1~2 short papers)*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for ASIA*

*Fall 2021. Small.*

*Spring 2022. Small.*

*Fall 2022. Small.*

*Spring 2023. Small.*

*Fall 2023. Small.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049A. Dance Performance Repertory: Modern**

*Contemporary Modern Repertory is a performance course that investigates ideas in contemporary modern dance. Students will take part in a creative process, generating original material through guided improvisation and composition exercises. The work will be presented at the end of the semester in the Swarthmore Fall Dance Concert.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: DANC 060 or instructor permission*

*0.5 credit or P.E.*

*Fall 2021. Bender.*

*Fall 2022. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049C. Dance Performance Repertory: African Diasporic Traditions**

*Auditions for admission to this course will be held at the first class meeting. Additional information regarding the course is available from the instructor. Resulting choreography will be performed in the spring student concert. Students will be expected to attend additional ensemble rehearsals.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: Permission of the instructor.*

*0.5 credit or P.E.*

*Eligible for BLST*

*Spring 2023. Staff.*

*Fall 2023. Osayande.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049E. Dance Performance Repertory: Ballet**

*This class will offer students experience with learning and performing contemporary ballet, while also being part of the creative process of new choreography. Choreography will be performed in Spring Dance Concert. Auditions will be held at the first class.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: DANC 061 or instructor permission.*

*0.5 credit or P.E.*

*Spring 2022. Moss-Thorne.*

*Spring 2023. Staff.*

*Fall 2023. Moss-Thorne.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049F. Dance Performance Repertory: Kathak**

*This is a moderate level technique course on Kathak. We will work on teen tala or metrical scale of sixteen beats to learn complex rhythmical structures called bols. The various patterns of bols such as tukra, tehai and paran will also be explored. The two aspects of Kathak technique nrta (abstract movement) and nritya (expressive gestures) will be used for a final composition.*

*The final composition will be presented in a scheduled student dance concert.*

*A dance technique course taken concurrently is highly recommended.*

*Graded CR/NC.*

*Prerequisite: DANC 046 or prior knowledge of any classical Indian dance forms.*

*0.5 credit or P.E.*

*Eligible for ASIA*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 049H. Dance Performance Repertory: Movement Theater Workshop**

(Cross-listed as THEA 008)

Prerequisite: THEA 001 or 002, any dance course 040 to 044, or consent of the instructor.

Humanities.

1 credit.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 049K. Dance Repertory: Hip-Hop**

*We will delve into the art of story telling, an African diasporic tradition and staple in Hip Hop Culture, using dance forms under the Hip Hop Dance umbrella. Together, we will explore our range of artistry using codified techniques and freedoms of self-expression. Together, we will trailblaze what it means to make art on this new frontier of Virtual Art Making.*

GRADED CR/NC

0.5 credit.

Fall 2021. Clark.

Fall 2022. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <https://www.swarthmore.edu/dance>

### **DANC 050. Dance Technique: Contemporary Modern II**

*Maggie Zhao's CHI modern class focuses on bodily dualistic investigation and practice: physical and spiritual, somatic and performative, inside out and outside in, and the relationship of internal and external energy, time and space. The concept of maintaining the dualities while dancing is inspired by Maggie's cross-cultural life and spiritual experiences and pedagogical research, the West and East. In particular, the class intertwines with the traditional Eastern essential movement practice method CHI (the different uses of breath and energy) in martial arts, Tai Chi, Chinese Classical dance, etc. and the Western Release Technique and Cunningham Technique. The class instruction flows with the progression from simplicity to sophistication by cultivating and inviting dancers to embody Buddhist and Taoist philosophies throughout their practice. If taken for academic credit, two short papers are required.*

Graded CR/NC.

Prerequisite: DANC 040 or permission from instructor.

0.5 credit or P.E.

Fall 2021. Kim.

Spring 2022. Zhao.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 051. Dance Technique: Ballet II**

*Intermediate-level course building on skills developed in Ballet I. Additional vocabulary and increased center work will be introduced with a focus on building stamina, increasing technical proficiency, and refining performance quality. If taken for academic credit, concert attendance, two short papers, and a vocabulary test are required.*

Graded CR/NC.

Prerequisite: DANC 041 or permission from instructor.

0.5 credit or P.E.

Fall 2021. Sabee.

Spring 2022. Moss-Thorne.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Moss-Thorne.

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 051A. Dance Technique: Ballet II with Pointe**

*Intermediate-level course building on skills developed in Ballet I and/or pointework. Course will be adapted to meet the needs of both students continuing in the ballet technique sequence and with advanced proficiency in ballet and a focus on pointe technique. Additional vocabulary and increased center work will be introduced with a focus on building stamina, increasing technical proficiency, and refining performance quality. Pointe work is not required for enrollment; beginning pointe students may not enroll without instructor permission. If taken for academic credit, video viewings, two short papers, and a vocabulary test are required.*

*Graded CR/NC.*

*0.5 credit*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance>*

### **DANC 053. Dance Technique: African Diasporic Traditions II**

*African dance II encourages experienced students to expand their understanding and technical execution of African dance forms. The course will use the Umfundalai technique along with other neo-traditional 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.*

*Graded CR/NC.*

*Prerequisite: DANC 043 or permission from instructor.*

*0.5 credit or P.E.*

*Eligible for BLST*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 055. Mat Pilates**

*A Pilates mat class based upon the classical teaching methods of Joseph Pilates. Students will build core strength and improve posture, flexibility, coordination, and balance. The class will accommodate all levels from beginner to advanced. By the end of the semester, students will understand and be able to demonstrate the order of a classical mat class, have a basic understanding of anatomy, and be familiar with the history of Joseph Pilates and his principles and philosophies. If taken for academic credit, three short papers are required.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Catalog chapter: Music and Dance: Dance*

*Department website: [www.swarthmore.edu/dance](http://www.swarthmore.edu/dance)*

### **DANC 054. Dance Technique: Hip Hop**

*This course is an introduction to Hip Hop and street dance culture. There will be a strong focus on the movement technique, foundation and aesthetic of each style including: Hip Hop Social, House, and Locking. It's origins and its contributions to the culture at large. Students will be encouraged to find their personal artistic voice within the technique to develop basic improvisational skills within each style. The goal of this course is to understand Hip Hop dance and culture more clearly as it relates to their body and individual journey. If taken for academic credit, three short papers are required.*

*Graded CR/NC*

*0.5 credit or P.E.*

*Spring 2022. Clark.*

*Spring 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance-program>*

### **DANC 056. Dance Technique: Tabla: The Drums of North India and Pakistan**

*This course is a study of tabla history and playing techniques. Students will be introduced to the basic syllables/language of the drums and hand placement followed by complex phrases and compositions. The course contains an introduction to basic rhythms and compositions such as Paishkar, Kaida, Reala, Gat tora, and Tukra.*

*Students enrolled for academic credit are required to write two short papers.*

*Graded CR/NC.*

*0.5 credit or P.E.*

Spring 2022. Bhatti.  
Spring 2023. Staff.  
Fall 2023. Bhatti.  
Catalog chapter: Music and Dance: Dance  
Department website: <https://www.swarthmore.edu/dance>

### **DANC 057. Dance Technique: Taiko I**

*Taiko I introduces us to Taiko drumming, an energetic neo-folk art stemming from Japan and its postwar diaspora. Taiko emphasizes drumming as choreographic and embodied. Through games, drills, and repertory excerpts focused on kata/form and upper-lower body coordination, we will simultaneously cultivate physical and musical skills grounded in Japanese and international Taiko culture and history.*

*Possible video viewing and performance attendance.*

*2 PE or .5 academic credit (2 short papers)*

*Graded CR/NC.*

**Recommendations:** *Students already enrolled in DANC 049D. Swarthmore Taiko Ensemble (also known as Dance Repertory: Taiko) are highly encouraged wherein possible to take this course concurrently, or, as a means of maintaining proficiency if intending to re-enroll in the ensemble course in a later semester.*

*0.5 credit or P.E.  
Eligible for ASIA  
Fall 2021. Small.  
Spring 2022. Small.  
Fall 2022. Small.  
Spring 2023. Small.  
Fall 2023. Small.  
Catalog chapter: Music and Dance: Dance  
Department website: <https://www.swarthmore.edu/dance-program>*

### **DANC 058. Dance Technique: Movement for Wellness**

*This course offers students an immersive somatic experience. Each class will guide the students through a physical practice in Yoga or Pilates mat and meditation, a posture clinic and experiential anatomy exercise. The aim is to teach Movement for Wellness from various entry points to create the potential for understanding our bodies, and how and why they move. All bodies and levels of experience welcome!*

*Graded CR/NC*

*0.5 credit*

*Catalog chapter: Music and Dance: Dance  
Department website: <https://www.swarthmore.edu/dance>*

### **DANC 060. Dance Technique: Contemporary Modern III**

*Bethany Formica Bender uses her multi-company performance experience and eclectic skill base in a class designed to build up ideas and break down contemporary/modern dance technique. One need not be afraid to sweat, laugh, or fall over. This class is accessible and aerobic; humor and high energy are important. This advanced level contemporary dance course builds on skills developed in Modern I & II. Additional vocabulary and increased floor work including inversions will be introduced with a focus on building stamina, increasing technical proficiency, and beginning to work on performance quality. We will also be viewing a variety of contemporary dance artists to deepen and discuss our relationship with dance. If taken for academic credit, concert attendance and two short reflection papers are required.*

*Graded CR/NC.*

*Prerequisite: DANC 050 or permission from instructor.*

*0.5 credit or P.E.*

*Fall 2021. Bender.  
Spring 2022. Bender.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.*

Catalog chapter: *Music and Dance: Dance*  
Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 061. Dance Technique: Ballet III**

*Advanced-level course building on skills developed in Ballet II and requiring a strong background in ballet technique. Challenges students to grasp advanced movement sequences with a high level of technical proficiency and performance quality. If taken for academic credit, concert attendance and two short papers are required.*

*Graded CR/NC.*

*Prerequisite: DANC 051 or DANC 051A or permission from instructor.*

*0.5 credit or P.E.*

*Fall 2021. Moss-Thorne.*

*Spring 2022. Sabee.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 061A. Dance Technique: Ballet III with Pointe**

*Advanced-level course building on skills developed in Ballet II and requiring a strong background in ballet technique. Challenges students to grasp advanced movement sequences with a high level of technical proficiency and performance quality. If taken for academic credit, concert attendance and two short papers are required. Pointe work is not required for enrollment; students wishing to participate in the pointe portion of class must have prior experience with pointe work.*

*Graded CR/NC*

*Prerequisite: DANC 051. or DANC 051A. or permission from instructor.*

*0.5 credit or P.E. credit*

*Fall 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <https://www.swarthmore.edu/dance>*

### **DANC 070. Dance Technique: Pointe and Partnering**

*Course introducing or developing ballet pointe technique and partnering skills, and improving overall strength and conditioning. Class includes barre work, center work, pointe technique, and basic partnering with a focus on artistry, musicality, strength, and stamina. Possible performance opportunity in the end of semester dance concert. If taken for academic credit, a short paper is required.*

*Graded CR/NC.*

*Prerequisite: Previous pointe work or instructor permission required.*

*0.5 credit or P.E.*

*Fall 2021. Sabee.*

*Spring 2022. Sabee.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

### **DANC 071. Salsa Dance/Drumming**

*(Cross-listed as MUSI 071)*

*This course provides an opportunity to learn both the dance and basis for drumming of Cuban salsa, Dominican merengue and Brazilian samba with an emphasis on salsa. Students will gain an understanding and practice of pulse, meter and the polyrhythmic structure underlying Afro/Caribbean music generally; hand techniques for conga; and improvisation and composition for both the dance and drumming. We will use a form of "street" notation in order to write/read/remember the various rhythms.*

*No experience in dance or music necessary.*

*Graded CR/NC.*

*0.5 credit or P.E.*

*Eligible for BLST*

Catalog chapter: Music and Dance: Dance  
Department website: <http://www.swarthmore.edu/dance-program>

### **DANC 078. Dance/Drum Ensemble**

*A repertory class in which students will learn, rehearse and perform traditional Ghanaian dances and drumming, and a contemporary movement/rhythm piece consisting of both 'found' percussion 'discovered' movement. Participants will be encouraged to both play the rhythms and learn the dance/movement. Students will be expected to attend additional ensemble rehearsals.*

*Performance: LPAC main stage, first week of December as part of the fall student dance concert.*

*0.5 credit or P.E.*

*Eligible for BLST*

*Spring 2022. Osayande. Rast.*

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **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 meet with supervising faculty on a weekly basis and present performances and/or written reports to the faculty supervisor, as appropriate.*

*Interested students must submit a short written proposal to the Program's Administrative Coordinator prior to the preregistration period. This proposal will be presented to the Program Chair and faculty for approval and permission to register.*

*Students with whom the student choreographer works and who commit to 3 hours rehearsal time weekly, may receive PE credit under DANC 011A Dance Production Practicum. The project culminates in a public performance.*

*0.5 - 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **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 meet with a faculty supervisor weekly and present written reports to the faculty supervisor.*

*Interested students must submit a short written proposal to the Program's Administrative Coordinator prior to the preregistration period. This proposal will be presented to the Program Chair and faculty for approval and permission to register.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

Catalog chapter: Music and Dance: Dance

Department website: <http://www.swarthmore.edu/dance-program>

### **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.*

*Students with whom the choreographer works and who commit to 3 hours weekly, may receive PE credit under DANC 011A. Dance Production*



*Practicum.*

*Prerequisite: Previous or concurrent enrollment in an advanced-level technique course or demonstration of advanced-level technique.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

## **DANC 095. Senior Thesis**

*Intended for senior majors or minors, 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 credits.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

## **DANC 096. Senior Thesis**

*Intended for senior majors or minors, 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 credits.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

# **Music and Dance: Music**

*Courses*

## **Faculty**

**LEI X. OUYANG, Associate Professor of Music and Chair**

**SIEL AGUGLIARO, Visiting Assistant Professor of Music (part time)**

**JONATHAN KOCHAVI, Associate Professor of Music**

**GERALD LEVINSON, Professor of Music<sup>2</sup>**

**BARBARA MILEWSKI, Associate Professor of Music**

**JAMES BLASINA, Assistant Professor of Music<sup>1</sup>**

**TRACEY STEWART, Visiting Assistant Professor of Music**

**ANDREW HAUZE, Senior Lecturer in Music**

**QUINN COLLINS, Visiting Instructor in Music**

**THOMAS WHITMAN, Professor (part time)**

**MARCANTONIO BARONE, Associate in Performance (part time)**

**JOSEPH GREGORIO, Associate in Performance (part time)**

**ANDREW NEU, Associate in Performance (part time)**

**I NYOMAN SUADIN, Associate in Performance (part time)**  
**MOLLY FLOYD, Administrative Coordinator**  
**JEANNETTE HONIG, Director of Concert Programming, Production and Publicity**

<sup>1</sup> Absent on leave, Fall '21 and Spring '22

<sup>2</sup> Absent on leave, Spring '22

*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, the Chinese music ensemble, 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.")*

## The Academic Program

### Course Major

*The music major curriculum normally includes the following components. Every student's program is subject to approval by music faculty, taking into consideration the student's background and goals. We welcome individualized proposals, which are evaluated and approved on the basis of consultations with the music faculty. We emphasize the importance of depth and mastery of musical skills and understanding, and we also recognize the value of studying the diversity of musical cultures.*

**A. Required. 4 courses in Music Theory plus Musicianship sections (MUSI 040). MUSI 040 may be taken for 0.0 or 0.5 credit at the student's option.**

■ MUSI 011 and 040A

■ MUSI 012 and 040B

■ MUSI 013 and 040C

■ One additional upper level Music Theory course (MUSI 014, MUSI 115, or other advanced course in theory) and MUSI 040D

*Majors are strongly advised to take 5 Music Theory courses if possible.*

**B. Required. 2 courses in Music History and Literature from among the following**

■ MUSI 020 (Medieval and Renaissance)

■ MUSI 021 (Baroque and Classical)

■ MUSI 022-W (19th-Century Europe)

■ MUSI 023-W (20th Century)

**C. Required. Ethnomusicology. 1 course from among the following**

■ MUSI 002C (Taiko and the Asian American Experience)

■ MUSI 005A (Music and Dance Cultures of the World)

■ MUSI 006C (Music and the Battle Between Good and Evil)

■ MUSI 008A (Music & Mao: Music and Politics in Communist China)

■ MUSI 008B (Music, Race and Class)

■ MUSI 029 (Africa through Musical Ethnography)

**D. Required. 1 elective.**

*This may be an additional course --- at any level, introductory or advanced --- in Music History and Literature; in Ethnomusicology or World Traditions; or in Music Theory; Conducting and Orchestration; or Composition. Alternatively, with permission of the music faculty, it could be an academic course in Theater or Dance if relevant to the student's interests.*

**E. Required. 1 course to fulfill the Senior Comprehensive requirement.**

■ MUSI 094: Senior Research Topics

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 or cultural style (selected in advance by the student, subject to the approval of the department) which demonstrates skills in the three areas of analysis, historical or socio-cultural research, and performance. Majors in course will enroll in MUSI 094 (Senior Research Topics in Music) in the spring semester of their senior year to prepare for their senior comprehensive examination.

**F. Required. Additional Requirements for Course Majors:**

- Keyboard Skills Exam
- Department ensemble for at least four semesters

The following is a description of these additional requirements:

*Keyboard skills.* This program is designed to develop keyboard proficiency to a point where a student can use the piano effectively as a tool for studying music. Students learn to perform repertoire and, in addition, play standard harmonic progressions in all keys. The department offers free private lessons to all majors and minors who need support in this area. 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.

*Department ensemble.* The department requires majors and minors to participate in any of the departmental ensembles (Orchestra, Chorus, Wind Ensemble, Jazz Ensemble, Chinese Music 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.

## Course Minor

**A. Required.** At least two courses in Music Theory plus Musicianship sections (MUSI 040). MUSI 040 may be taken for 0.0 or 0.5 credit at the student's option.

- MUSI 011 and 040A
- MUSI 012 and 040B

**B. Required.** At least two courses in Music History and Literature, and/or in Ethnomusicology, from among the following:

- MUSI 002C (Taiko and the Asian American Experience)
- MUSI 005A (Music and Dance Cultures of the World)
- MUSI 006C (Music and the Battle Between Good and Evil)
- MUSI 008A (Music & Mao: Music and Politics in Communist China)
- MUSI 008B (Music, Race and Class)
- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)
- MUSI 022-W (19th-Century Europe)
- MUSI 023-W (20th Century)
- MUSI 029 (Africa through Musical Ethnography)
- Any other Music History course numbered above 023

**C. Required.** 1 elective.

This may be an additional course --- at any level, introductory or advanced --- in Music History and Literature; in Ethnomusicology or World Traditions; or in Music Theory. Alternatively, with permission of the music faculty, it could be an academic course in Theater or Dance if relevant to the student's interests.

**D. Additional Requirements**

- Department ensemble for at least two semesters; and at least one of the following, subject to departmental approval of a written proposal:
- Keyboard Skills Exam
- Service-learning project in music
- Senior recital
- Special project in music

## Honors Major

Summary: The music major in honors is identical to the music major in course in its prerequisites, required coursework, and requirements for keyboard skills, and Department Ensemble membership. In addition, honors majors do three honors preparations in music.

Three Honors Preparations:

**1. Required Honors Preparation: Senior Research Project.** This consists of MUSI 094 (Senior Research Topics) in combination with one course in Music History and Literature, in Music Theory, or in Ethnomusicology.

**2., 3. Elective Honors Preparations,** normally one of the following:

- **Music Theory.** A 2-credit honors preparation in Music Theory is normally based on MUSI 115 in combination with one lower-level Music Theory course.
- **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.
- **Composition.** At least two semesters of MUSI 019 (Composition)
- **Senior Honors Recital.** A Senior Honors Recital preparation is available only to students who have distinguished themselves as performers. It is normally limited to those who have won full scholarships through MUSI 048. Students who wish to pursue this option must follow all of the steps listed in the departmental guidelines for senior recitals (see department website) and obtain approval of their program from the music faculty during the semester preceding the proposed recital. They should register for MUSI 099: Senior Honors Recital. This full credit, together with at least another full credit of relevant coursework in music, will constitute the 2-credit honors preparation. One faculty member will act as head adviser on all aspects of the honors recital. As part of the honors recital, the student will write incisive program notes on all of the works to be performed. This work will be based on substantive research -- including analytical as well as historical work -- and will be overseen by one or more members of the music faculty.
- **Senior Thesis.**

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.

Oral examinations are given for all honors preparations in music. Written examinations, in addition to oral examinations, are given for those preparations based on courses or seminars, not for theses, performances, and composition portfolios.

## Honors Minor

**A. Required.** Two courses in Music Theory plus Musicianship sections (MUSI 040). MUSI 040 may be taken for 0.0 or 0.5 credit at the student's option.

- MUSI 011 and 040A
- MUSI 012 and 040B

**B. Required.** At least two courses in Music History and Literature, and/or in Ethnomusicology, from among the following:

- MUSI 002C (Taiko and the Asian American Experience)
- MUSI 005A (Music and Dance Cultures of the World)
- MUSI 006C (Music and the Battle Between Good and Evil)
- MUSI 008A (Music & Mao: Music and Politics in Communist China)
- MUSI 008B (Music, Race and Class)
- MUSI 020 (Medieval and Renaissance)
- MUSI 021 (Baroque and Classical)
- MUSI 022-W (19th-Century Europe)
- MUSI 023-W (20th Century)
- Any other Music History course numbered above 023

**C. Required.** 1 elective.

This may be an additional course --- at any level, introductory or advanced --- in Music History and Literature; in Ethnomusicology or World Traditions; or in Music Theory. Alternatively, with permission of the music faculty, it could be an academic course in Theater or Dance if relevant to the student's interests.

**D. One honors preparation.**

■ See Honors Major for descriptions of possible Honors Preparations.  
E. Additional Requirements.

- Keyboard Skills Exam
- Department ensemble for at least two semesters

## Special Major

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.

## Off Campus Study/Language Study

Students are encouraged to seek possibilities for off campus study, in accordance with their particular interests, in consultation with the music faculty and the off-campus study adviser.

Students are advised that many graduate programs in music require a reading knowledge of at least two languages, with one most commonly being either German or French.

## Application Process Notes for the Major or the Minor

We do not have a minimum grade point average (GPA) for admission as a major or minor. In its place is a consensus of music faculty that the student can do good work in the discipline. We do consider the likelihood of a student's ability to complete the Senior Comprehensive Project. Students applying for admission as majors in the Honors Program should have demonstrated high-quality work in the department by spring of their sophomore year and should have shown strong self-motivation.

### Prerequisites for acceptance into the program:

For acceptance as a music major: MUSI 011/040A and one Music History/Ethnomusicology course from the list below.

For acceptance as a music minor: MUSI 002B or MUSI 011/040A or one Music History/ Ethnomusicology course from the list below.

*If a student has not completed 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, acceptance may be granted on a provisional basis.*

*Music History/Ethnomusicology courses that can be applied towards acceptance into the program: MUSI 002C, MUSI 004A, MUSI 004B, MUSI 005A, MUSI 005B, MUSI 005C, MUSI 006A, MUSI 006B, MUSI 006C, MUSI 008A, MUSI 008B, MUSI 020, MUSI 021, MUSI 022, MUSI 023, MUSI 027, MUSI 028 MUSI 031, MUSI 035.*

## Additional Resources

Special scholarships and awards in music include the following (see 17 Distinctions, Awards, and Fellowships):

- The Renee Gaddie Award
- Music 048 Special Awards
- The Boyd Barnard Prize

*The Peter Gram Swing Prize  
The Melvin B. Troy Prize in Music and Dance*

## Credit for Performance

*Note: All performance courses are for half-course credit per semester. No retroactive credit is given for performance courses.*

## Individual Instruction (MUSI 048)

*Academic credit and subsidies for private instruction in music are available to students at intermediate and advanced levels. For further details, consult the MUSI 048 guidelines on the Music Program website.*

## Orchestra, Chorus, Wind Ensemble, Chinese Music Ensemble, Gamelan, Chamber Music, Jazz Ensemble

*Students may take Performance Chorus (MUSI 043), Performance Garnet Singers (MUSI 050, co-requisite MUSI 043 required), Performance Orchestra (MUSI 044), Performance Jazz Ensemble (MUSI 041), Performance Wind Ensemble (MUSI 046), Performance Chinese Music Ensemble (MUSI 042), Performance Chamber Music (MUSI 047), or Performance Gamelan (MUSI 049A) for credit with the permission of the department member who has the responsibility for that performance group. The amount of credit received will be a half-course in any one semester. Students applying for credit will fulfill requirements established for each activity (i.e., regular attendance at rehearsals and performances and participation in any supplementary rehearsals held in connection with the activity). Students are graded on a credit/no credit basis.*

*Students wishing to take Chamber Music (MUSI 047) for credit must submit to the chamber music coordinator at the beginning of the semester a proposal detailing the 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. One semester in a Department Ensemble is a prerequisite or co-requisite for each semester of MUSI 047. This applies to all students in each Fetter Chamber group. It is expected that Fetter students in Department Ensembles will play the same instrument/voice in both activities.*

*A student taking MUSI 047 for credit will rehearse with his or her group or groups at least 2 hours every week and will meet with a coach (provided by the department) at least every other week. All members of the group should be capable of working well both independently and under the guidance of a coach. It is not necessary for every person in the group to be taking MUSI 047 for credit, but the department expects that those taking the course for credit will adopt a leadership role in organizing rehearsals and performances. Note: MUSI 047 ensembles do not fulfill the ensemble requirement for lessons under MUSI 048.*

## Music Courses and Seminars

### Introductory Courses without Prerequisite

#### **MUSI 001A. 1000 Years of Musical Firsts**

*Music 001A is an overview of Western musical history, examining 13 pieces of music as works of art and as moments of cultural history through a detailed study of their premiere performances. Case studies date from the Middle Ages to the twenty-first century, and special attention is given to techniques in musical listening. Each week we will study in detail the premiere performance of a specific musical work. Our focus will be distributed between discussions of the musical sonorities as a primary text and the socio-historical circumstances that gave rise to these works. In this vein, our course is equally a history course, and as the semester progresses you will increasingly see the difficulty in truly separating the "music itself" from its cultural contexts. Indeed, these cultural contexts are as much a part of the texts and the way they were created and heard, as the notes on the page.*

*Humanities.*

*1 credit.*

*Fall 2021. Agugliaro.*

*Department website: Music and Dance: Music*

#### **MUSI 002B. Reading and Making Music: The Basics of Notation**

*An introduction to the elements of music notation, theory (clefs, pitch, and rhythmic notation, scales, keys, and chords), sight singing, and general musicianship. Recommended for students who need additional preparation for MUSI 011 or to join the College chorus.*

*Humanities.*

*1 credit.*

*Fall 2021. Hauze.*

*Fall 2022. Blasina.*

*Spring 2023. Staff.*

*Fall 2023. Hauze.*

*Spring 2024. Staff.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 002C. Taiko & Asian American Experiences**

*(cross-listed as DANC 003 )*

*In this course we will examine the origins of Taiko drumming in Japan and consider how the tradition has developed in North America over the past four decades. We will discuss the role of Taiko drumming in the Asian American Movement, explore different styles of contemporary Taiko in Asian America, and gain basic drumming competency. Through the integration of academic and performance study we will consider and experience Taiko drumming as a prominent and dynamic Asian American performing art. Open to all students without prerequisite. No prior performance or musical background is required.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, Lang Engaged Scholarship*

*Spring 2022. Ouyang.*

*Spring 2023. Ouyang.*

*Spring 2024. Ouyang.*

*Catalog chapter: Music and Dance: Music*

*Department website: Music and Dance: Music*

## **MUSI 003A. Introduction to Music Technology**

*An exploration of introductory concepts in music technology including audio production, MIDI sequencing, sampling, synthesis, and other pertinent topics through creative projects using Logic Pro X software. Creative projects will include short "études" which focus on specific tasks meant to cultivate the above skills, along with more open-ended final and midterm projects, which will be inclusive of all musical styles and focus on each student's individual compositional voice. Other activities will consist of group discussion, student presentations of their work in class, and the study of repertoire in many musical genres including but not limited to musique concrète, acousmatic music, drone, noise, electronic dance music, hip-hop, Plunderphonics, electroacoustic improvisation, and vaporwave. This course is open to every student without prerequisite, regardless of their previous experience with music or technology.*

*Humanities.*

*1 credit.*

*Spring 2022. Collins.*

*Spring 2023. Collins.*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

## **MUSI 003B. Listening to Jazz: Culture, Place, and Sound**

*In this introductory course, students will learn about the origins and development of Jazz music, starting from its beginnings in New Orleans, to its growth as "America's music," and now as art form appreciated worldwide. We will engage with issues not only of history and location, but also of sound and musical innovation, with a spotlight on improvisation as a hallmark practice of the genre. Students will develop engaged music listening skills applicable to all musical genres as we learn more about Jazz music and the story that has been told about it. There are no prerequisite courses necessary to enroll.*

*Humanities.*

*1 credit.*

*Fall 2023. Klingenberg.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 004A. Zombie Art: Why Opera Will Never Die**

*Do you sometimes enjoy insatiable lust, crazed debauchery, a bit of madness? How about the thrill of revenge, exquisite music, demented theater, and hunchbacks? Please read on...*

*This class explores the exhilarating musical, dramatic and cultural tightrope walk that is opera. Before there was Justin Timberlake there was Farinelli, and way before today's trans movement there was normalized gender bending. We will examine key works from opera's 400-year history and take a closer look at the unfolding of this deeply human, monumental art form and the forces that have tried, unsuccessfully, to kill it over the last century. This class is intended to demystify what is often seen as an elitist music, and requires no pretentiousness or previous operatic experience.*

*Humanities.*

*1 credit.*

*Spring 2022. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 004B. The Symphony**

*This course will examine the history of the symphony from its beginnings in music of the late Baroque period to the end of the 20th century. We will examine a number of important symphonic works by such composers as Haydn, Mozart, Beethoven, Berlioz, Brahms, Chaikovsky, Mahler, Shostakovich, and Gorecki in order to discuss issues of genre, form, and performance forces in the context of shifting historical and social trends.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 004C. Russian Culture through Music**

*(Cross-listed as RUSS 019)*

*Music has always played a central role in Russian cultural life. By shaping and responding to various cultural, social, and political changes, it has served as a space for the construction and negotiation of individual and national identity. This course will begin with a brief historical survey, touching upon the folk tradition and the beginning of Russian classical music and opera - Glinka, Musorgsky, Tchaikovsky, Shostakovich, etc. We will also examine the development of Russian music through different historical periods, concentrating on an area of common interest for the specific group of students enrolled in the course. Some of the questions this course will pose, and hopefully answer, at least partially, are: How does a piece of music reflect the ideological and political situation of its time? How does it reveal the aesthetic sensibilities and aspirations of the composers, their listeners, and society at large? How has music's function as breeding ground for social and cultural values changed in post-Soviet times?*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 005. U.S. Pop Music History**

*A survey of American popular music from the late 19th century to the present day based on discussions of individual case studies of music, musicians, and genres in the context of American history. Emphasis is on understanding musical developments with respect to American race and gender relations, structures of musical production, youth cultures, urban and rural musical cultures, immigration and emigration, war and violence, audiences and reception, and fan communities. Topics include blackface minstrelsy, tin pan alley, early blues, crooners, rock 'n' roll, girl groups, the "British Invasion", heavy metal, glam rock, divas, hip hop, file sharing and iTunes, social media, and live performances vs. studio recording.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 005A. Music and Dance Cultures of the World**



(Cross-listed as SOAN 020D)

*In this course we take an ethnomusicological approach to examine music and dance cultures from around the world. We will consider music and dance both in and as culture with attention to social, political, and historical contexts. Topics will include identity, race, ethnicity, gender, class, religion, memory, migration, globalization, tourism, and social and political movements. The course will provide an opportunity to develop critical listening and analytical skills to discuss sound and movement.*

Humanities.

Writing course.

1 credit.

Eligible for GLBL - Core

Fall 2021. Stewart.

Fall 2022. Stewart.

Fall 2023. Staff.

Catalog chapter: Music and Dance: Music

Department website: <https://www.swarthmore.edu/music>

### **MUSI 005B. Popular Music and Masculinities from Rock 'n' Roll to Boy Bands**

*This course examines the ways in which varying masculinities have been articulated, performed, and marketed in American popular music from the 1950s to the present day. Musical case studies include Rock 'n' roll, boy bands, and contemporary Hip Hop. It examines how popular music has facilitated a challenge to gender and sexual norms, or alternatively, how it has served to model or reinforce norms. Particular focus will be given to the intersections of gender, sexuality, race, ethnicity, class, and ability. This course includes musical analysis, music video analysis, scholarly articles in musicology, and theoretical readings in gender studies. It is therefore both a history of popular music and a history of gender and sexuality.*

Humanities

1 credit.

Eligible for GSST

Spring 2024. Blasina.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 005C. Traditional Musics of World Cultures**

*Introduction to world music and ethnomusicology via a set of case studies on traditional music and music-making practices. This course stresses music as an integral to--constitutive of, rather than separate from--the culture in which it is rooted. Within this framework we will discuss how the concept of "tradition" does not necessarily imply historical fact, but can be more influenced by understandings of and nostalgic feelings about "the past" as commentary and critique of the present. The course's final project will consist of individual ethnographic projects, in which students engage with a local community group or musicians involved in some form of traditional music practice.*

Humanities.

1 credit.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 005D. The Art of the American Musical**

(Cross-listed as ENGL 095A , THEA 005B )

*The triumph of Hamilton: An American Musical, by Lin-Manuel Miranda, over Shuffle Along, or, the Making of the Musical Sensation of 1921 and All That Followed, by George C. Wolfe, at the 2016 Tony Awards is a metaphor for the racial amnesia concerning art by and about blacks who are not useful to neoliberal public policy. This course applies #blacklivesmatter to the American musical--between the all-black-cast revival, Beyoncé, biological versus social origins of race, black culture in a "post-soul" era, blackface versus black-on-black minstrelsy, the chitlin circuit, color-blind versus conceptual casting, genre, gospel, and reviews of Porgy and Bess, by George Gershwin, Ira Gershwin, and DuBose Heyward, in black daily newspapers and black monthly and weekly magazines--taking seriously Wolfe's claim about intellectual history that "given the dynamics of this country, you may find yourself at a point where your story is no longer valuable, acute or attractive, and if it hasn't been recorded, if you haven't recorded it or if you haven't put into motion people to record it, then it won't be there." These topics require students to conduct research into the African-American experience in the musical as well as listen to sound recordings of Broadway, Off-Broadway, regional/tour, and West End stage works and watch film, television, video, and video clips on YouTube.*

Humanities.

1 credit.

Eligible for BLST

Department website: Music and Dance: Music

### **MUSI 005E. Popular Music and Media**

LITR 026 FMST 026

Is *Bohemian Rhapsody* (2018) the *Stop Making Sense* (1984) of this generation? How does YouTube compare to Indie records? What's similar and what's different? What is the relationship between social media and commercial means of distribution, and what is its effect on fandom? This team-taught course investigates the histories, structures and cultural connections between popular music and other media. How do musical expressions and genres interact with medium specificity? How can we understand changing exhibition formats (stadium vs. lounge vs. club) and distribution venues (record store vs. Spotify)? How does celebrity culture then and now impact what is popular and how does it affect the music industry and vice versa? What lies at the intersection of national, socio-political and fan cultures? Providing a grounding in music and media history and theory, we will research and analyze mainstream and independent case studies in radio, film, theater, television and social media in order to better understand and engage with the complex webs that characterize contemporary media, its production, and its consumption.

Humanities.

1 credit.

Spring 2023. Blasina. Simon.

Catalog chapter: Music and Dance: Music

Department website: Music and Dance: Music

### **MUSI 005F. Black Popular Music: From "Race Music" to the Mainstream**

*Black popular music today sits at the center of the American mainstream, but it was not always so. In this course, we will chart the emergence and development of Black popular music over the 20th and into the 21st century and examine the contexts that place it ever closer to the heart of American music and as a continued reflection of Black life in America. Aretha Franklin, Stevie Wonder, Beyoncé Knowles-Carter, Kendrick Lamar, and Childish Gambino will all play a role as we listen to America through the soundscape of Black Pop. There are no prerequisites for this course.*

Prerequisite: None

1 credit

Eligible for BLST

### **MUSI 006. Arts in Action**

(Cross-listed as DANC 004)

*This course aims to bring together students with an interest in investigating and investing in social change work through the arts. Our seminar community will engage in discussion of readings and video viewings, will host and visit local leaders from the arts and social change movement, and will engage in fieldwork opportunities as required parts of the course. Papers, journals, and hands-on projects will all be included.*

*This course fulfills a Prerequisite requirement for dance major and minors.*

Humanities.

1 credit.

Eligible for PEAC, CBL

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 006A. Music in Times of War and Disease**

*For centuries, and across the globe, music has accompanied, amplified and responded to the most cataclysmic moments in human history. From the so-called "Black Death" pandemic of the Middle Ages to the total warfare of the twentieth century to the "gray-zone" conflicts of the new millennium, music has been employed to manipulate, protest, comfort, witness, and also to process human pain and grief. This course considers the current pandemic's impact on music in a global-historical context of war and pestilence, seeking to understand how these phenomena have affected musical sounds, and how music-making has contributed to human resilience. What will be the enduring repercussions of this historical moment on the future of musical expression?*

*Eligible for GLBL-Core, PEAC*

### **MUSI 006B. Music and War**

*This course will explore the various contexts and motivations for music making during the Holocaust and World War II era. In the universe of the Nazi ghettos and concentration camps, music was a vehicle for transmitting political rumors, controversies, stories, and everyday events as well as a form of spiritual resistance. In the broader context of war, it was used for political and nationalist agendas. This course will draw on a wide range of music, from folk songs and popular hit tunes to art music intended for the concert stage.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Milewski.*

*Fall 2022. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 006C. Music and the Battle Between Good and Evil**

*Who has the power to control music? How can music function in extreme states? Is it different than what it sounds like in periods of normalcy? This course will explore music within the context of totalitarian regimes of the 20th century. Beginning with Stalin and Socialist Realist aesthetics in the Soviet Union of the late 1920s, we'll move westward to look at the rise of Hitler and the Nazis in 1930s Germany, and then east to Mao's Chinese Cultural Revolution (1966-1976). We will consider how these leaders attempted to impose political ideology on the contours of musical expression in their countries, and how individuals forged personal meanings for these musics. We will turn to contemporary memories (examining first person accounts, memoirs, and survivor testimonies) in order to explore moments in which individuals succeeded in subverting control. We will consider sources ranging from mass songs to epic musical theatre, marches to model revolutionary ballet, as well as propagandistic films and poster art.*

*Humanities.*

*1 credit.*

*Eligible for GLBL-core*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

### **MUSI 006D. Performing Resistance: Black Music and Protest in the African Diaspora**

*This course explores African diasporic music as it's been used in performative acts of resistance and protest in the United States, the Caribbean, and South America. We will consider instances when music and movement have been deployed in response to political, economic, and social tyranny in the past and in the present.*

*Eligible for GLBL - Paired, PEAC, BLST*

*Fall 2021. Stewart.*

*Spring 2022. Stewart.*

*Catalog chapter: Music*

### **MUSI 007. Foundations of Songwriting**

*Songwriting merges the composition of music with the creation of words or lyrics. Songs are ancient phenomena, tied innately to human behavior. They are in part a natural extension of speech and physical movement, in part a creative endeavor, and in today's world, often a commercial venture. Though usually modest in size, songs have exerted a powerful influence on, and been an indispensable reflection of, our collective emotional and actual lives. How songs come into being is somewhat ethereal, and only recently have educators and practitioners begun to treat songwriting as a scholarly discipline. This course frames the art and act of songwriting in historical context, offering a combination of background information and hands-on practice.*

The class has two main components. First, through survey and analysis, we will examine the wide literature of songs throughout history: its traditions, its mechanisms, and its connections to human society and culture. Next, students will create their own songs, applying the principles and techniques learned through study of the repertoire. We will examine the process of songwriting, from inception through execution to completion, by closely observing and keeping journals of our own work, and by welcoming guest artists to the class to discuss their songwriting processes and experiences. Topics to be discussed include melody, rhythm, style, instrumentation, song forms, singing, dancing, and rhyming, among many others. All genres are welcome, and both traditional and non-traditional approaches are encouraged. A basic knowledge of music and some musical skill, vocal or instrumental, are highly recommended.

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Spring 2022. Church.

### **MUSI 008A. Music & Mao: Music and Politics in Communist China**

(Cross-listed as SOAN 020E)

In this course we will examine music in post-1949 China with particular emphasis on cultural and political trends of the 20th and 21st century. We will consider cultural policies of the Communist Party of China and influential interactions with other countries inside and outside of Asia. Though focusing primarily upon music, discussion will also include visual arts, dance, and theater.

I credit.

Eligible for ASIA

Catalog chapter: Music and Dance: Music

Department website: <https://www.swarthmore.edu/music>

### **MUSI 008B. Music, Race and Class**

(Cross-listed as BLST 008B)

What is the power of music? How can music empower individuals and groups in the fight for justice? In this course we will investigate contemporary case studies from around the world when groups have employed music to confront racism and classism in pursuit of social justice. Case studies include Apartheid South Africa, Buraku Taiko drummers in Japan, and the Kamehameha Schools Songs Contest in Hawai'i. Students will complete an original community project to share their course experience with other students on campus. Open to all students without prerequisite.

Humanities.

I credit.

Eligible for PEAC, BLST, GBLB-Core

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 008C. Medievalism in Music and Media**

From the January 6 insurrection at the Capitol to Disney's Frozen to video games such as The Witcher and Skyrim, fictionalized allusions to the Middle Ages loom large in contemporary cultural and political landscapes. How are the Middle Ages presented and understood, and what is the role of sound and music in the "invention" of the Middle Ages? This course explores the slippery distinction between the "real" and the "made" musical Middle Ages (roughly defined as the fifth to the fifteenth centuries) through several case studies from the last two hundred years and spanning across a variety of genres and media: video games, television, cinema, popular and folk musics, manuscript and print scores, and opera. We will consider the musical strategies that performers, composers, and scholars have adopted to imagine the sound of the Middle Ages, as well as the historical, political, and ideological motivations prompting them in doing so.

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Eligible for INTP, MDST

Spring 2022. Agugliaro.

### **MUSI 009. Native American Culture & Contemporary Music**

(Cross-listed as ANTH 034C)

This course introduces students to Native American and Indigenous peoples through contemporary music. Students will read anthropological and ethnomusicology texts, engage Native pop culture and news media, watch music videos and listen to selections of Native American and Indigenous contemporary music from across the Americas. A main goal of this course is to gain knowledge and appreciation of Indigenous peoples, their cultures, and the social and environmental justice issues facing them in contemporary society.

Humanities

*1 credit*  
*Eligible for PEAC*  
*Fall 2021. Two-Bears.*  
*Fall 2022. Two-Bears.*

### **MUSI 009A. Music and Mathematics**

*This course will explore the basic elements of musical language from a scientific and mathematical perspective. We will work collaboratively to uncover relationships and features that are fundamental to the way that music is constructed. Although intended for science, mathematics, engineering, and other mathematically minded students, the course will introduce all necessary mathematics; no specific background is required. Some knowledge of musical notation is helpful but not required. This course provides the necessary background to enable students to enroll in MUSI 011.*

*Humanities.*  
*1 credit.*  
*Spring 2023. Kochavi.*  
*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 009B. Music as Oral Tradition**

*"Until the lions have their own historians, the history of the hunt will always glorify the hunter." This African proverb, popularized by Nigerian novelist Chinua Achebe, reflects the absence of the voices of colonized subjects in recorded histories of colonial domination.*

*This course explores the music and oral traditions of African and African diasporic peoples as legible historical records that are valuable and credible receptacles of, and sources for the dissemination and comprehensive production of world knowledge. As receptacles of knowledge, the living archives of song, instrumental music, dance, storytelling, traditional foods, and spiritual practice offer communities a mode for remembrance, and for teaching, learning, and preserving valuable social information. As sources of knowledge production, the records that inhabit these living archives represent colonial histories from the perspective of the colonized, on their terms.*

*During this course, students will use selected case studies to examine how the living archives of colonized African and African diasporic people in continental Africa, the Caribbean, and the Americas have been influential in chronicling past and present struggles. They will consider how these records remain vital to communities' ability not just to survive, but to thrive in the twenty-first century and beyond.*

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*1*  
*Eligible for GBLB - Paired, Lang Engaged Scholarship, BLST*  
*Spring 2022. Stewart.*

## **Theory and Composition**

*Students who anticipate taking further courses in the department or majoring in music are urged to take MUSI 011 and 012 as early as possible. Advanced placement is assigned on a case-by-case basis, after consultation with the theory and musicianship faculty. Majors will normally take MUSI 011 to 015.*

### **MUSI 011. Harmony, Counterpoint, and Form 1**

*This course will provide an introduction to tonal harmony and counterpoint, largely as practiced in 18th- and 19th-century Europe. Topics include simple counterpoint in 2 parts, harmonization of soprano and bass lines in four-part textures, systematic study of common diatonic harmonies, features of melody and phrase, and the Blues.*

*All MUSI 011 students must register for an appropriate level of MUSI 040A for 0 or 0.5 credit. Keyboard skills lessons may also be required for some students.*

*Prerequisite: Knowledge of traditional notation and major and minor scales; ability to play or sing at sight simple lines in treble and bass clef.*

*Humanities.*  
*1 credit.*  
*Fall 2021. Kochavi.*  
*Fall 2022. Kochavi.*  
*Fall 2023. Kochavi.*  
*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 012. Harmony, Counterpoint, and Form 2**

*This course will provide continued work on tonal harmony and counterpoint, largely as practiced in 18th- and 19th-century Europe. Topics include two-voice counterpoint, harmonization of soprano and bass lines in four-part textures, phrase structure, small and large scale forms, modulation and tonicization, and analysis using prolongational reductions. We will also study minuet form in detail, culminating in a final composition project.*

*All MUSI 012 students must register for an appropriate level of MUSI 040B for 0 or 0.5 credit. Keyboard skills lessons are required for all students in MUSI 012.*

*Humanities.*

*1 credit.*

*Spring 2022. Kochavi.*

*Spring 2023. Kochavi.*

*Spring 2024. Kochavi.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 013. Harmony, Counterpoint, and Form 3**

*Continues and extends the work of Music 12 to encompass an expanded vocabulary of chromatic tonal harmony, based on Western art music of the 18th and 19th centuries. The course includes analysis of smaller and larger works by such composers as Bach, Mozart, Beethoven, Schubert, Chopin, Liszt, Brahms, and Wagner; in-depth study of such large-scale topics as sonata form; and written musical exercises ranging from harmonizations of bass and melody lines to original compositions in chorale style.*

*All MUSI 013 students must register for an appropriate level of MUSI 040C for 0 or 0.5 credit. Keyboard skills lessons may also be required for some students.*

*Humanities.*

*1 credit.*

*Fall 2021. Levinson.*

*Fall 2022. Levinson.*

*Fall 2023. Levinson.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 014. Harmony, Counterpoint, and Form 4**

*This course provides continued work in chromatic harmony and 18th-century counterpoint, largely as practiced in Europe. It will primarily take the form of a literature survey. For the first half of the semester, our focus will be on short pieces; during the second of the semester we will study keyboard fugues and other larger-scale works. This course includes a service-learning project.*

*All MUSI 014 students must register for an appropriate level of MUSI 040D for 0 or 0.5 credit. Keyboard skills lessons may also be required for some students.*

*Humanities.*

*1 credit.*

*Spring 2024. Levinson.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 018. Conducting and Orchestration**

*This course approaches the understanding of orchestral scores from a variety of perspectives. We will study techniques of orchestration and instrumentation, both in analysis of selected works, and in practice, through written exercises. The history, and philosophy of conducting will be examined, and we will work to develop practical conducting technique. Score reading, both at the piano and through other methods, will be practiced throughout the semester.*

*Prerequisite: MUSI 012, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Hauze.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 040. Elements of Musicianship**

*Sight singing and rhythmic and melodic dictation. Required for all MUSI 011 to MUSI 014 students, with or without 0.5 credit. The instructor will place students at appropriate levels.*

*0.0 or 0.5 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 040A. Elements of Musicianship I**

*The Elements of Musicianship courses explore music making from a variety of perspectives and across many styles and genres of (mostly) Western music. Among the skills developed are: sight-singing melodies and arpeggiated harmonic progressions; singing and playing the piano simultaneously; part singing in choral works; taking musical dictation; transcription of recorded music; basic conducting; beginning keyboard harmony; and transposition.*

*The first semester, Music 40A, provides an introduction to scale degree solmization; singing major and minor scales (all forms); fluency in all keys and time signatures; rhythmic subdivision; conducting patterns; intervals within the major/minor scales and primary triads; passing and neighboring tones; decontextualized perfect intervals; and diatonic keyboard skills.*

*Required for all MUSI 011 students, with or without 0.5 credit. The instructor will place students at appropriate levels.*

*0.0 or 0.5 credit.*

*Fall 2021. Hauze.*

*Fall 2022. Hauze.*

*Fall 2023. Hauze.*

## **MUSI 040B. Elements of Musicianship II**

*The Elements of Musicianship courses explore music making from a variety of perspectives and across many styles and genres of (mostly) Western music. Among the skills developed are: sight-singing melodies and arpeggiated harmonic progressions; singing and playing the piano simultaneously; part singing in choral works; taking musical dictation; transcription of recorded music; basic conducting; beginning keyboard harmony; and transposition.*

*The second semester, Music 40B, explores the use of triads in inversion; tonicizations of closely related key areas; chromatic non-harmonic tones; the dominant seventh chord; syncopation and cross-rhythm; and complex subdivision.*

*Required for all MUSI 012 students, with or without 0.5 credit. The instructor will place students at appropriate levels.*

*0.0 or 0.5 credit.*

*Spring 2022. Hauze.*

*Spring 2023. Hauze.*

*Fall 2023. Hauze.*

## **MUSI 040C. Elements of Musicianship III**

*The Elements of Musicianship courses explore music making from a variety of perspectives and across many styles and genres of (mostly) Western music. Among the skills developed are: sight-singing melodies and arpeggiated harmonic progressions; singing and playing the piano simultaneously; part singing in choral works; taking musical dictation; transcription of recorded music; basic conducting; beginning keyboard harmony; and transposition.*

*The third semester, Music 40C, introduces atonal melodies using seconds, thirds, fourths, and fifths and continues to explore closely related modulation and chromatic tonicization; sequences; advanced triplets and irregular meters; advanced transposition; the "church" modes; the whole tone scale; and the octatonic scale.*

*Required for all MUSI 013 students, with or without 0.5 credit. The instructor will place students at appropriate levels.*

*0.0 or 0.5 credit.*

*Fall 2021. Hauze.*

*Fall 2022. Hauze.*

*Fall 2023. Hauze.*

## **MUSI 040D. Elements of Musicianship IV**

*The Elements of Musicianship courses explore music making from a variety of perspectives and across many styles and genres of (mostly) Western music. Among the skills developed are: sight-singing melodies and arpeggiated harmonic progressions; singing and playing the piano simultaneously; part singing in choral works; taking musical dictation; transcription of recorded music; basic conducting; beginning keyboard*

harmony; and transposition.

The fourth and final semester, Music 40D, explores advanced atonal melodies; distant chromatic modulation; diminished seventh chords; Neapolitan and augmented sixth chords; and mixed meters.

Required for all MUSI 014 students, with or without 0.5 credit. The instructor will place students at appropriate levels.

0.0 or 0.5 credit.

Spring 2022. Hauze.

Spring 2023. Hauze.

Fall 2023. Hauze.

### **MUSI 061. Jazz Improvisation**

A systematic approach that develops the ability to improvise coherently, emphasizing the Bebop and Hard Bop styles exemplified in the music of Charlie Parker and Clifford Brown.

Prerequisite: Ability to read music and fluency on an instrument.

Humanities.

1 credit.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

## **History of Music**

### **MUSI 020. Medieval and Renaissance Music**

A repertory based course that discusses the history of music in Europe from the beginnings of musical notation to the birth of opera. (c. 800 - c. 1600). Mus 20 considers this varied repertory through lenses of race, gender, and identity, nationalism and post-colonial theory. Topics include musical rituals, music and magic, music and Elizabethan global politics, music, piety, & sacrilege, sexual discourse in music, relationships between music and architecture, development of musical instruments, and history of theory.

Prerequisite: MUSI 011 or permission of the instructor.

Humanities.

1 credit.

Fall 2022. Blasina.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 021. Music in Europe and the Americas in the 17th and 18th Centuries**

This course will survey European art music from the 16th-century Italian madrigal to Haydn's Creation. Relevant extramusical contexts will be considered.

Prerequisite: MUSI 011 or the equivalent.

Humanities.

1 credit.

Fall 2023. Blasina.

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

### **MUSI 022. 19th-Century European Music**

This survey considers European art music against the background of 19th-century Romanticism and nationalism. Composers to be studied include Beethoven, Schubert, Chopin, Berlioz, Robert and Clara Schumann, Wagner, Verdi, Brahms, Dvorak, Musorgsky, and Chaikovsky.

Prerequisite: MUSI 011 or the equivalent.

Humanities.

Writing course.



*1 credit.*

*Eligible for GLBL-Paired*

*Fall 2021. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 023. 20th-Century Music**

*A study of the various stylistic directions in music of the 20th century. Representative works by composers from Debussy, Stravinsky, and Schoenberg through Copland, Messiaen, and postwar composers such as Boulez and Crumb, to the younger generation will be examined in detail.*

*Prerequisite: MUSI 011 or the equivalent.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2022. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 024. Opera Production Workshop**

*(Cross-listed as THEA 005 )*

*Opera is a collaborative art form, involving composing, writing, performing, stage directing, choreography and design. In this workshop-based class, students will gain a basic understanding of opera as an art form and experience all aspects of the rehearsal and production process. The class culminates in the performance of an original opera written, directed, and performed by faculty and students.*

*Open to students with permission of the instructors.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 025. American Musical Theater**

*Musical theater has often been considered a quintessentially American genre. But how has it helped Americans to understand America. This survey will trace the genre's musical and dramatic development and explore representations of race, ethnicity, gender, and sexuality.*

*Prerequisite: MUSI 011 or permission of the instructor.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 026. Ballet & Modern Dance in Europe & North America 1789-1960**

*(Cross listed as DANC 022)*

*This survey covers theatrical dance in Europe and North America from the French Revolution through the late twentieth century, examining ballet and modern dance within the greater performance contexts. We will also consider ways in which race, gender, sexuality, and politics affect dance creation, performance, and dissemination.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for GLBL- Paired*

*Spring 2022. Sabee*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 027. Divas**

*This course examines the musical performances and personae of 20th and 21st century musical "divas" through the lenses of race, class, gender, sexuality, and fandom. Special attention is on how popular divas have disrupted dominant discourses of gender, sex, race, religion, and embodiment, as well as articulated resistance to hegemonic cultural requirements. Discussions will address questions such as: Who is a diva, and what constitutes diva-ness? How have divas defined, expanded, and transgressed boundaries of acceptable female musicianship? How can subversion and resistance be read in mass-produced cultural forms? What has the effect of technology and mediation been on diva performance and reception? What is the role of camp and outrageousness in diva performance and imitation?*

*Prerequisite: MUSI 011 or permission of instructor.*

*Humanities.*

*1 credit.*

*Spring 2023. Blasina.*

*Department website: Music and Dance: Music*

## **MUSI 028. Sound, Sinners, and Saints in Medieval England**

*What did Medieval England sound like? What meanings did individuals attribute to sounds, heard and imagined? This course examines the production and perception of sound and music in England from c. 1000 - c. 1500, considering their relationship to each other, and their roles as vehicles for the transcultural exchange that contributed to formations of English national identity. Using the lenses of sound studies and musicology, this course considers how sound and music could be tools of war and conquest in early English imperialism, as well as the impacts of sound and music on English civic and religious life. In this vein topics include, but are not limited to, sound and criminality, executions, the regulation of sound and music, English sanctity, kingship and queenship, the Crusades, vernacular song and dance, musical innovation, and technologies of music recording. We will treat music on the same level as other kinds of sounds, including those represented in visual sources and those made by inanimate objects (e.g. bells) and animals.*

*Prerequisite: Ability to read music.*

*Humanities.*

*1 credit.*

*Eligible for MDST.*

*Spring 2024. Blasina.*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

## **MUSI 029. Africa through Musical Ethnography**

*In this upper level seminar course, we will travel the African continent and bear witness to a variety of African musical traditions through some of the most exciting ethnographies written in the last 50 years. We will explore questions of sound, style, ethics, representation, and the ethnographic process as we journey around the continent and sample its musical diversity. This course is eligible for Black Studies credit.*

*Prerequisite: MUSI 005A or the permission of the instructor.*

*Satisfies the Ethnomusicology requirement.*

*Prerequisite: MUSI 005A or the permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Fall 2023. Klingenberg.*

## **MUSI 031. Music and Culture in East Asia**

*This course examines music and culture in East Asia with a focus on a selection of contemporary case studies. The course is divided into three units of China/Taiwan/Hong Kong, Japan, and Korea. Each unit will begin with an introduction to leading musical traditions of the area including main instruments, ensemble, and musical genres. We will then closely examine case studies from the 20<sup>th</sup> and 21<sup>st</sup> centuries with attention to music and significant social, political, and historical contexts. Students will develop critical reviews of scholarly articles and facilitate class discussions based on assigned reading and listening materials. Additional coursework includes performance workshops, reading, and listening.*

*Next offered Fall 2023.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GLOBL-Paired*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

### **MUSI 033A. Caribbean/Latin America**

*This course will focus on the collective genius of the folk, traditional, and popular musics of Cuba and Brazil, such as Afro-Cuban and Afro-Brazilian religious music, changüü, son, danzón charanga, son montuno, timba, samba enredo, samba reggae, afoxé, bossa nova, capoeira, maracatú, manguê beat, pagode, and many others. Selected musical genres will be studied for their sounds and formal characteristics, as well as their cultural origins and histories, and occasionally, comparisons will be drawn with musical styles from the U.S., and musics of the respective immigrant populations in the U.S. will be discussed. The class will feature some hands-on demonstrations by guest artists and the instructor. Materials and assignments will include audio recordings, videos, journal articles, textbook chapters, and other writings, mostly drawn from the field of ethnomusicology.*

*This course fulfills the world traditions component requirement for the music major.*

*Prerequisite: Knowledge of traditional music notation and major and minor scales. Recommended, but not required: Knowledge of Spanish or Portuguese.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 035. Foundations of Ethnomusicology**

*This course provides an introduction to the history, methodologies, and theories of ethnomusicology. Through review and analysis of past case studies, we will discuss the development of the discipline, engaging with fundamental questions about the relationships among music, culture, scholarship, and advocacy. This course material and assessments will be designed in an interdisciplinary fashion, drawing primarily from music analysis and the social sciences. In addition to individual and collaborative assignments, students will produce ethnographic portfolios of a nearby group or community to be presented at the end of the semester.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 038. Color and Spirit: Music of Debussy, Stravinsky, and Messiaen**

*A focused survey of 20th-century music centering on the great renewal of musical expression, increasingly diverging from the Austro-German classic-Romantic tradition, found in the works of these three very individual French and Russian composers, as well as the resonance of their music in the work of their contemporaries and successors, including Ravel, Dukas, Prokofiev, Boulez, and others. The course begins by tracing the origins of this "alternative" conception of what music can do, and how it can work, well back into the 19<sup>th</sup> century, especially in the music of Liszt and the Russian "Mighty Handful", then considers its continuing and seminal contribution to musical modernism throughout the 20<sup>th</sup> century. Prof. Levinson is a former student and assistant to Olivier Messiaen.*

*Some of the principal works to be studied are Debussy's *Prelude to the Afternoon of a Faun*, *La Mer*, the opera *Pelléas et Mélisande*, and songs and piano works; Stravinsky's ballets *Petrushka*, *The Rite of Spring*, and others, *Symphony of Psalms*, *Symphony in Three Movements*, and the late serial works of the 1960s; Messiaen's *Quartet for the End of Time*, *Turangalila Symphony*, *Oiseaux exotiques*, *The Transfiguration*, the opera *Saint Francis of Assisi*, and songs, piano and organ works.*

*Prerequisite: MUSI 011 or permission of the instructor.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 075. Special Topics in Music Theater**

*Available to students participating in the study abroad programs coordinated through Swarthmore in France, Ghana, India, or Japan.*

*Prerequisite: Consent of the dance program director and the faculty adviser for off-campus study.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 091C. Special Topics (Music Education)**

*With permission of the instructor, qualified students may choose to pursue a topic of special interest in music education through a field project involving classroom or school practice.*

*Graded CR/NC.*

*Prerequisite: At least one course in music.*

*0.5 credit.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 092. Independent Study**

*1 credit.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 093. Directed Reading**

*THEA 012B*

*This course provides foundations of vocal technique for actors, including work with breath, projection, resonators, diction, and so forth. It also offers a chance to explore experimental vocal production and composition. The class is strongly recommended for all acting and voice performance students and may be taken without prerequisite.*

*0.5 credit.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 094. Senior Research Topics in Music**

*Required of all senior majors as preparation for the senior comprehensive in music.*

*1 credit.*

*Spring 2022. Milewski.*

*Spring 2023. Milewski*

*Spring 2024. Staff.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 095. Tutorial**

*Special work in composition, theory, or history.*

*Humanities.*

*1 or 2 credits.*

*Catalog chapter: Music and Dance: Music*  
*Department website: <http://www.swarthmore.edu/music>*

## **MUSI 096. Senior Thesis**

*1 or 2 credits.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **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.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **Seminars**

### **MUSI 100. Ethnomusicology Seminar**

*(Cross-listed as SOAN 100)*

*Ethnomusicology is an academic discipline that examines music in and as culture. This course examines how the interdisciplinary field has developed over the 20<sup>th</sup> and 21<sup>st</sup> centuries through an investigation of its origins, approaches, methodologies, and contemporary theoretical questions. Course readings will address the relationships between music and a variety of conceptual themes including race, ethnicity, identity, nationalism, Diaspora, globalization, and gender. The music cultures we will examine in this course represent a wide range of cultures, geographic regions, musical genres, and historical periods. Students will complete introductory exercises in research, transcription, analysis, ethnographic fieldwork, & performance.*

*Humanities.*

*1 credit.*

*Eligible for GLOBL-core*

*Fall 2022. Ouyang.*

*Catalog chapter: Music and Dance: Music*

*Department website: <https://www.swarthmore.edu/music>*

### **MUSI 104. Chopin**

*This course will provide an in-depth historical study of Chopin's music. We will examine the full generic range of Chopin's compositions, taking into account the various socio-cultural, biographical and historical-political issues that have attached to specific genres. Throughout the semester we will also consider such broader questions as: why did Chopin restrict himself almost entirely to piano composition? How might we locate Chopin's work within the larger category of 19th-century musical romanticism? What does Chopin's music mean to us today?*

*Prerequisite: MUSI 011.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 106. Winds of Pleasure: The Music and Writing of Hildegard of Bingen in Context and Revival**

*Celebrated for her prophetic powers, Hildegard of Bingen was a 12th century composer, abbess, writer of three natural science and medicinal texts, and a sought-after resource for contemporary political and religious leaders. This course examines the music, drama, sermons, letters, and medicinal works written by the visionary and polymath, contextualizing Hildegard's compositional style within medieval genres. Special attention will be given to liturgical drama, the recording and compilation of Hildegard's work during the Middle Ages, compositional aspects of Hildegard's music, representations of gender, the body, and sexuality in her music and writing. The Hildegard revival of the 19th and 20th centuries will provide case studies (ranging from Anonymous 4 to Swedish folk rock) to analyze contemporary performance practices.*

*Prerequisite: MUSI 011 or permission of the instructor.*

*1 credit.*

*Fall 2023. Blasina.*

*Department website: Music and Dance: Music*

### **MUSI 115. Harmony, Counterpoint, and Form 5**

*Exploration of a number of advanced concepts in music theory including: the study and analytical application of post-tonal theory (including set theory and neo-Riemannian theory), the structure of the diatonic system, applications of theoretical models to rhythm and meter, and geometric models of musical progression.*

*Prerequisite: MUSI 014.*

*Humanities.*

*1 credit.*

*Spring 2022. Kochavi.*

*Spring 2024. Kochavi.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 118. Introduction to Composition**

*Prerequisite: MUSI 011 and MUSI 012.*

*Humanities.*

*1 credit.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 119. Composition**

*Repeatable course.*

*Prerequisite: permission of the instructor.*

*Humanities.*

*1 credit.*

*Fall 2021. Levinson.*

*Fall 2022. Levinson.*

*Fall 2023. Levinson.*

*Spring 2024. Levinson.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

## **Performance**

*Note: The following performance courses are for 0.5-course credit per semester.*

### **MUSI 041. Jazz Ensemble**

*0.0 or 0.5 credit.*

*Fall 2021. Neu.*

*Spring 2022. Neu.*

*Fall 2022. Neu.*

*Spring 2023. Neu.*

*Fall 2023. Neu.*

*Spring 2024. Neu.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 042. Chinese Music Ensemble**

*Performance of traditional and contemporary music from different regions of China and the Chinese Diaspora. Students perform on traditional Chinese instruments including the guzheng (zither), erhu (bowed fiddle), pipa (plucked lute), yangqin (hammered dulcimer), dizi (flute), and percussion. Students will choose 1-2 instruments to focus on for the semester based on instrument availability, interest, repertoire, and ensemble needs. Students with no prior musical experience (of any tradition) are welcome to attend the first rehearsal and discuss your interests with Professor Ouyang.*

*Instruments will be provided by the Department and the class will present a public performance at the end of the semester. Weekly rehearsals in Lang #415, plus an additional 30 minutes per week in smaller groups ("sectional").*

*Graded CR/NC.*

*0.0 or 0.5 credit*

*Eligible for ASIA*

*Fall 2021. Ouyang. Wang.*

*Spring 2022. Ouyang. Wang.*

*Fall 2022. Ouyang. Wang.*

*Spring 2023. Ouyang. Wang.*

*Fall 2023. Ouyang. Wang.*

*Spring 2024. Ouyang. Wang.*

*Department website: Music and Dance: Music*

### **MUSI 043. Chorus**

*0.0 or 0.5 credit.*

*Fall 2021. Gregorio.*

*Spring 2022. Gregorio.*

*Fall 2022. Gregorio.*

*Spring 2023. Gregorio.*

*Fall 2023. Gregorio.*

*Spring 2024. Gregorio.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 044. Orchestra**

*0.0 or 0.5 credit.*

*Fall 2021. Hauze.*

*Spring 2022. Hauze.*

*Fall 2022. Hauze.*

*Spring 2023. Hauze.*

*Fall 2023. Hauze.*

*Spring 2024. Hauze.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 046. Wind Ensemble**

*0.0 or 0.5 credit.*

*Fall 2021. Hauze.*

*Spring 2022. Hauze.*

*Fall 2022. Hauze.*

*Spring 2023. Hauze.*

*Fall 2023. Hauze.*

*Spring 2024. Hauze.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 047. Chamber Music**

*(See guidelines for this course earlier.)*

*0.0 or 0.5 credit.*

*Fall 2021. Hauze.*

*Spring 2022. Hauze.*

*Fall 2022. Hauze.*

*Spring 2023. Hauze.*

*Fall 2023. Hauze.*

*Spring 2024. Hauze.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 048. Individual Instruction**

*Please consult the MUSI 048 guidelines on the Music Program website.*

*0.5 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 049A. 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 or 0.0 credit.*

*Eligible for ASIA*

*Fall 2021. Whitman. Suadin.*

*Spring 2022. Whitman. Suadin.*

*Fall 2022. Whitman. Suadin.*

*Spring 2023. Whitman. Suadin.*

*Fall 2023. Whitman. Suadin.*

*Spring 2024. Whitman. Suadin.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 050. Garnet Singers**

*Formerly Performance (Chamber Choir)*

*Corequisite: Students enrolled in MUSI 050 must also be enrolled in MUSI 043 (Performance Chorus).*

*0.0 or 0.5 credit.*

*Fall 2021. Gregorio.*

*Spring 2022. Gregorio.*

*Fall 2022. Gregorio.*

*Spring 2023. Gregorio.*

*Fall 2023. Gregorio.*

*Spring 2024. Gregorio.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 071. Salsa Dance/Drumming**

*(Cross-listed as DANC 071)*

*0.5 credit.*



Catalog chapter: *Music and Dance: Music*  
Department website: <http://www.swarthmore.edu/music>

## **MUSI 093A. Acting II- Voice Workshop**

THEA 012B

*This course provides foundations for opening possibilities in the full range of the human voice—from speaking to singing to raw sound expression—to help students cultivate an integrative personal practice, unlock creative potential, and connect with what their unique voices have to say.*

*Themes to explore: vocal mechanics and self-care; the voice as a bridge between body, emotion, and imagination; working with song and text; tools for improvisation and composition. The class is strongly recommended to all acting students and may be taken without prerequisite. Cross-listed with THEA 012B.*

0.5

Spring 2022. Staff.

Fall 2023. Pernell.

## **Peace and Conflict Studies**

*Courses*

### **Coordinator:**

**LEE SMITHEY (Peace and Conflict Studies), Coordinator**

**Cheryl Sharp, Administrative Coordinator**

**Deborah B Sloman, Administrative Assistant**

### **Committee:**

**Sa'ed Atshan (Peace and Conflict Studies)<sup>3</sup>**

**Nanci Buiza (Spanish)**

**Denise Crossan (Lang Professor for Social Change, Peace and Conflict Studies)**

**Amy Kapit (Peace and Conflict Studies)**

**Emily Paddon Rhoads (Political Science)**

**Sangina Patnaik (English Literature)**

**Ellen Ross (Religion)**

**Lee Smithey (Peace and Conflict Studies)**

**Krista Thomason (Philosophy)<sup>3</sup>**

**Andrew Ward (Psychology)**

<sup>3</sup> Absent on Leave 2021-2022 Academic Year

*The Peace and Conflict Studies Program at Swarthmore College provides students with the opportunity to examine conflict in various forms and at levels stretching from the interpersonal to the global. The interdisciplinary curriculum explores the causes, practice, and consequences of collective violence as well as peaceful or nonviolent methods of conducting or dealing with conflict.*

*Students who major or minor in Peace and Conflict Studies at Swarthmore will:*

- *understand factors shaping human conflict (including psychological, social, cultural, political, economic, biological, religious, and historical factors);*
- *analyze specific cases of conflict, including interpersonal, inter-group, interstate, and international disputes;*
- *examine theories and models of peacebuilding and reconciliation, and evaluate attempts to conduct, manage, resolve, or transform conflict nonviolently;*

- investigate intersectionality; forms of oppression and injustice; and conflict, locally, globally, in the United States, and abroad;
- explore topics relevant to peace and conflict through fieldwork, internships, or other experiences outside the classroom;
- demonstrate the following skills: critical thinking, analysis, research, writing, communication, and teamwork.

## The Academic Program

*Peace and Conflict Studies may be a major or a minor subject in either the Course or the Honors Program. Students who intend to major or minor in peace and conflict studies should consult with the program coordinator as they prepare to declare their intention during the spring of their sophomore year. All applications must be approved by the Peace and Conflict Studies Committee.*

## First Course Recommendations

### **PEAC 003. Crisis Resolution in the Middle East**

*This introductory course is designed for students without a background in Peace and Conflict Studies or Middle East Studies. Central questions include: How do we define crises in the contemporary Middle East/North Africa region? How does the nature of the crisis (political, economic, social, and environmental) impact communities differently? How are grassroots actors, civil society institutions, states, and international organizations responding to these challenges in their nation-states and across borders? What transnational networks of solidarity have linked the Middle East to other regions across the globe? For instance, this course will examine the consequences of environmental degradation and escalating food prices on conflict and instability across the region. We will trace the origins of autocratic regimes in the Middle East and social movements calling for rights and reforms on one hand and the rise of fundamentalism and terrorism (i.e. Al-Qaeda and ISIS). Furthermore, the course will explore crises such as contemporary Syria, and how local and international interventions aimed at reversing the marginalization of and threats against-minority populations (ethnic, religious, gender, sexuality, ability) have come to constitute a realm of crisis management. By understanding crises through the theoretical prism of human security frameworks, we will ascertain the prospects for democratization, development, pluralism, and peace in the region.*

*Social sciences.*

*1 credit.*

*Eligible for ISLM, PEAC, ESCH*

*Spring 2023. Atshan.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 015. Introduction to Peace and Conflict Studies**

*In Introduction to Peace and Conflict Studies, we learn that peace and conflict are not mutually exclusive. To paraphrase Conrad Brunk, the goal of peace and conflict studies is to better understand conflict in order to find nonviolent ways of turning unjust relationships into more just ones. We examine both the prevalence of coercive and non-peaceful means of conducting conflict as well as the development of nonviolent alternatives, locally and globally, through institutions and at the grassroots. The latter include nonviolent collective action, mediation, peacekeeping, and conflict transformation work. Several theoretical and philosophical lenses will be used to explore cultural and psychological dispositions, conflict in human relations, and conceptualizations of peace. The course will take an interdisciplinary approach with significant contributions from the social sciences. U.S.-based social justice movements, such as the struggle for racial equality, and global movements, such as nonviolent activism in Israel/Palestine, and the struggle for climate justice around the world, will serve as case studies.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Smithey.*

*Fall 2022. Smithey.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 023. First Year Seminar: Global Responses to Violence**

*This first-year seminar will examine responses to political violence on an international scale. The first half of the semester will be devoted to examining the role of religious institutions, representing a wide range of faith-based communities, in exacerbating or ameliorating violence. The second half of the semester will cover examining the role of global secular institutions, such as the United Nations, in addressing political violence. Students will be exposed to two subfields of peace and conflict studies - the study of religion and violence, as well as the study of international organizations in conflict and post-conflict settings. This first year seminar does not fulfill the Introduction to Peace and Conflict*

*Studies requirement for PCS majors and minors.*

*1 credit.*

*Eligible for PEAC*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## Course Major





*A course major in Peace and Conflict Studies consists of eight credits. Introduction to Peace and Conflict Studies (PEAC 015) is required and should be taken in the first or second year, if at all possible. All majors must also complete the PEAC Senior Capstone Seminar (PEAC 091) in the spring semester of their senior year to fulfill the College's comprehensive exercise requirement that integrates work in the major. No more than two credits eligible for the Peace and Conflict studies major may overlap with courses in a student's other major or minors.*

*All Peace and Conflict Studies majors complete at least two courses (in addition to Introduction to Peace and Conflict Studies, Senior Capstone Seminar, and any PEAC thesis) that are specifically designated as Swarthmore PEAC courses and worth no less than one credit each. **Off campus study courses are not eligible to meet this requirement.** We encourage students to take courses taught by different faculty members in order to broaden their exposure to the field. Honors majors alone have the option of writing a one- or two-credit thesis.*

*Normally, the student who applies for a major in Peace and Conflict Studies will have completed (or be in the process of completing) the introductory course and one other PEAC-designated or eligible course. An "eligible" course is offered in another department or program but can be counted toward a major in Peace and Conflict Studies. A list of eligible courses is available on the program's website.*

## Honors Major

*Honors majors fulfill the same requirements as course majors but must establish three two-credit honors preparations for external examination at the end of the senior year. There are four primary opportunities for students to fulfill preparations required of honors majors:*

-  *a PEAC-designated or eligible 2-credit honors seminar*
-  *the combination of two PEAC-designated and/or eligible 1-credit courses*
-  *the combination of a PEAC-designated or eligible 1-credit course and a 1-credit thesis*
-  *a 2-credit thesis*

*Honors majors alone have the option of writing a one- or two-credit thesis. Any thesis must be multidisciplinary.*

*All Honors preparations must be discussed with the Peace and Conflict Studies Coordinator and approved by the Peace and Conflict Studies Committee.*

## Special Major in Peace and Conflict Studies and Educational Studies

*Students who intend to complete a special major in Educational Studies and Peace and Conflict Studies (honors or course) should consult with the Peace and Conflict Studies Program Coordinator and the Chair of Educational Studies, and submit a copy of their Sophomore Plan during the spring of the sophomore year. The Sophomore Plan should present a plan of study that satisfies the requirements at <http://bit.ly/swatedpeace>, specifies the courses to count toward the special major, shares the student's interest in Peace and Conflict Studies and Educational Studies, and identifies how the special major complements the student's academic goals. The Sophomore Plan for students proposing an Honors special major should describe the proposed Honors preparation/s. All applications must be approved by the Peace and Conflict Studies Committee.*

## Course Minor

*Students with any major, whether course or in the Honors Program, may add a course minor in Peace and Conflict Studies. Of the 5 credits required for a peace and conflict studies minor, 4 may not be double counted with the student's major or other minor. Introduction to Peace and Conflict Studies (PEAC 015) is required and should be taken in the first or second year, if at all possible.*

*All Peace and Conflict Studies minors will complete at least two courses (in addition to Introduction to Peace and Conflict Studies) that are specifically designated as Swarthmore PEAC courses. (Off campus study courses are not eligible to meet this requirement.) We encourage students to take courses taught by different faculty members in order to broaden their exposure to the field.*

*Normally, the student who applies for a minor in Peace and Conflict Studies will have completed (or be in the process of completing) the introductory course and one other PEAC-designated or eligible course. An "eligible" course is offered in another department or program but can be counted toward a minor in Peace and Conflict Studies. A list of eligible courses is available on the program's website.*

## Honors Minor

*Students with any major in the Honors Program may choose an Honors minor in Peace and Conflict Studies. Honors minors will fulfill the same requirements as course minors but must establish one two-credit honors preparation for external examination at the end of the senior year. A standard Honors minor preparation will consist of a seminar or a combination of two courses.*

## Application Process Notes for the Major or the Minor

*See the Peace and Conflict Studies Program website for further guidelines and forms for applying for a major or minor in Peace and Conflict Studies (<http://www.swarthmore.edu/peacestudies>).*

*Students who intend to major or minor in Peace and Conflict Studies should consult with the Program Coordinator, and submit a copy of their Sophomore Plan during the spring of the sophomore year. The Sophomore Plan should present a plan of study that satisfies the requirements, specifies the courses to count toward the major or minor, shares the student's interest in Peace and Conflict Studies, and identifies how the program complements the student's academic goals. (The program will assign advisors.) All applications must be approved by the Peace and Conflict Studies Committee.*

*The Sophomore Plan for students proposing an Honors major or Honors minor in Peace and Conflict Studies should describe the proposed Honors preparation/s in terms of its/their suitability for examination and its/their contribution to the student's interests in Peace and Conflict Studies. When possible, students should obtain advance approval from faculty members who teach the courses or seminars that are to be included in an Honors preparation. If an honors major student is proposing to write a senior thesis, the student should specify a general thesis topic and a preference regarding thesis advisor. All applications must be approved by the Peace and Conflict Studies Committee.*

*Juniors or seniors proposing a major or minor in Peace and Conflict Studies should consult with the Program Coordinator and submit a revised Sophomore Plan.*

## Off-Campus Study

*The Peace and Conflict Studies Program faculty enthusiastically support study abroad for majors and minors. A number of study abroad programs that are approved by the Off-Campus Study Office offer appropriate coursework. Students who enroll in PEAC 053: Israeli-Palestinian Conflict may have the opportunity to participate in the course attachment that provides a study tour to Israel/Palestine during the winter break.*

*Majors may count no more than three credits from off-campus, while minors may count no more than two credits.*

## Research and Service-Learning

### Internships

*Student programs can include an internship or fieldwork component. An internship is highly recommended. Fieldwork and internships normally do not receive credit. However, students can earn up to one credit for special projects that are developed with an instructor and approved in advance by the Peace and Conflict Studies Committee.*

### Summer Opportunities

*Peace and Conflict Studies Program majors and minors are encouraged to apply for funding from the Lippincott Fund, Julia and Frank Lyman Student Summer Research Fellowship, the Joanna Rudge Long '56 Award in Conflict Resolution, the Simon Preisler Student Research and*

Internship award, and/or the Howard G. Kurtz, Jr. and Harriet B. Kurtz Memorial Fund. Applications are due in February, and information can be obtained from the Program's website.

Additional information on funding, internships, training, and career opportunities is available on the Peace and Conflict Studies Program website at [www.swarthmore.edu/peacestudies](http://www.swarthmore.edu/peacestudies).

## Life After Swarthmore

Peace and Conflict Studies alumni often develop or work in organizations that promote peace and justice locally and globally. Many pursue graduate work in fields directly or closely related to Peace and Conflict Studies. You may find a growing digest of student and alumni activities on the Program's website at <http://blogs.swarthmore.edu/pcsstudents/>.

## Peace and Conflict Studies Courses

The following courses may be applied toward a minor or major in Peace and Conflict Studies. Each of the courses designated as PEAC is open to all students unless otherwise specified. In the event of an oversubscribed course, preference in enrollment will be given to declared Peace and Conflict Studies majors and minors. Courses eligible to count toward a concentration, minor, or major in Peace, Justice, and Human Rights at Haverford College or Peace, Conflict, and Social Justice at Bryn Mawr College may also be applied toward a major or minor in Peace and Conflict Studies at Swarthmore. Student programs may, subject to prior approval by the program's Committee, also include courses offered at the University of Pennsylvania and courses taken abroad.

\* Courses marked with an asterisk (\*) are eligible for credit upon prior arrangement with instructor and program coordinator. Download the appropriate form from the PCS website.

Please consult [www.swarthmore.edu/peacestudies](http://www.swarthmore.edu/peacestudies) for updates, descriptions, and scheduling.

### PEAC 003. Crisis Resolution in the Middle East

This introductory course is designed for students without a background in Peace and Conflict Studies or Middle East Studies. Central questions include: How do we define crises in the contemporary Middle East/North Africa region? How does the nature of the crisis (political, economic, social, and environmental) impact communities differently? How are grassroots actors, civil society institutions, states, and international organizations responding to these challenges in their nation-states and across borders? What transnational networks of solidarity have linked the Middle East to other regions across the globe? For instance, this course will examine the consequences of environmental degradation and escalating food prices on conflict and instability across the region. We will trace the origins of autocratic regimes in the Middle East and social movements calling for rights and reforms on one hand and the rise of fundamentalism and terrorism (i.e. Al-Qaeda and ISIS). Furthermore, the course will explore crises such as contemporary Syria, and how local and international interventions aimed at reversing the marginalization of and threats against-minority populations (ethnic, religious, gender, sexuality, ability) have come to constitute a realm of crisis management. By understanding crises through the theoretical prism of human security frameworks, we will ascertain the prospects for democratization, development, pluralism, and peace in the region.

Social sciences.

1 credit.

Eligible for ISLM, PEAC, ESCH

Spring 2023. Atshan.

Catalog chapter: Peace and Conflict Studies

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### PEAC 004. FYS: Campaigning for Social Change

This first year seminar focuses on the work of organizing and developing effective nonviolent social change campaigns. Students will learn from activists, organizers, and scholars and design campaigns that advance stakeholder needs.

1 credit.

Eligible for PEAC

Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 005. FYS: Transnational Advocacy Movements**

*This first year seminar will explore the activities of transnational advocacy networks. Students will consider questions including, why do transnational activists decide to push for solutions to some problems and not others? What kinds of tactics do transnational advocates use to push for their demands? How do advocates link up across spaces, both horizontally (i.e. between different locales) and vertically (i.e. between "local" and "global" settings)? When and how do transnational advocacy campaigns make a difference in people's lives?*

*1 credit.*

*Eligible for PEAC*

*Spring 2023. Kapit.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 009. Introduction to Engaged Scholarship**

*Ernest Boyer coined the term "Engaged Scholarship" to describe teaching and research that connects "the university to our most pressing social, civic, and ethical problems" (Boyer, 1996). Organized by the Lang Center and faculty from across the discipline, this course will bring together students who are interested in connecting their academics with action to explore and promote ethical intelligence, active yet reflective civic engagement, and innovative solutions to pressing social problems. We regard community members' insights and experiences as integral components of our co-created knowledge, recognizing that social and political solutions must consider the perspectives of those most directly affected. As such this course will be co-instructed by faculty, staff, and community experts from on and off campus and the final assignment will represent a collaborative effort.*

*Wednesdays, 1:15-4:00 PM starting March 23.*

*Non-distributional.*

*.5*

*Eligible for PEAC*

*Spring 2022. Berger, et al.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 014. Systems Thinking for Social Change**

*"Systems Thinking for Social Change" is a new 0.5 credit course that aims to examine and explore the complex, often described as "wicked problem" ecosystems around difficult societal issues facing communities. By applying the principles and techniques of Systems Thinking approaches, students will reflect on the potential leverage points or nexus that might affect the greatest shift towards positive social impact if addressed through social innovation interventions. This kind of systems thinking analysis is often seen as the precursor to building social innovation solutions, such as prototypes for new processes, services, or products.*

*Learning goals will include:*

*-Develop a theoretical and practical understanding of systems and systems change and leverage these concepts for social impact.*

*-Learn to 'map the system' --i.e., accurately identify different elements within a system (system structure) and articulate connections and linkages between them.*

*-Understand how elements with systems change over time, generating patterns and behaviors.*

*-Develop the ability to consider ideas, challenges, and solutions from multiple perspectives (landscape scan, historical context, apprenticing with a problem).*

*-Identify possible levers of social change within reach.*

*-Critically reflect upon social change paths/levers (social service providers, social advocates, social explorers, social entrepreneurs).*

*-Consider short-term, long-term, and unintended consequences of actions for social change.*

*.5*

*Fall 2023. Magee.*

Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 015. Introduction to Peace and Conflict Studies**

*In Introduction to Peace and Conflict Studies, we learn that peace and conflict are not mutually exclusive. To paraphrase Conrad Brunk, the goal of peace and conflict studies is to better understand conflict in order to find nonviolent ways of turning unjust relationships into more just ones. We examine both the prevalence of coercive and non-peaceful means of conducting conflict as well as the development of nonviolent alternatives, locally and globally, through institutions and at the grassroots. The latter include nonviolent collective action, mediation, peacekeeping, and conflict transformation work. Several theoretical and philosophical lenses will be used to explore cultural and psychological dispositions, conflict in human relations, and conceptualizations of peace. The course will take an interdisciplinary approach with significant contributions from the social sciences. U.S.-based social justice movements, such as the struggle for racial equality, and global movements, such as nonviolent activism in Israel/Palestine, and the struggle for climate justice around the world, will serve as case studies.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Smithey.*

*Fall 2022. Smithey.*

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 022. Peace Education**

*EDUC 022*

*In this introductory course, students will explore the historical, ethical, and theoretical foundations of peace education, a subfield of peace and conflict studies. Students will consider different approaches towards peace education: should peace education be oriented towards eliminating physical violence? Facilitating co-existence and understanding? Teaching human rights or citizenship? Empowering the dispossessed and eliminating inequality and injustice? Is peace education best integrated in the existing schooling system, an extracurricular activity, or should it be distinct from schooling? Using case studies, students will critically examine different types of peace education and explore existing research on how they do-or do not-work.*

*Social Science.*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Kapit.*

*Spring 2023. Kapit.*

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 023. First Year Seminar: Global Responses to Violence**

*This first-year seminar will examine responses to political violence on an international scale. The first half of the semester will be devoted to examining the role of religious institutions, representing a wide range of faith-based communities, in exacerbating or ameliorating violence. The second half of the semester will cover examining the role of global secular institutions, such as the United Nations, in addressing political violence. Students will be exposed to two subfields of peace and conflict studies - the study of religion and violence, as well as the study of international organizations in conflict and post-conflict settings. This first year seminar does not fulfill the Introduction to Peace and Conflict Studies requirement for PCS majors and minors.*

*1 credit.*

*Eligible for PEAC*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 024. Quakers Past and Present**

*RELG 023*

*This course explores the religious beliefs, social teachings, and impact of Quakers in North America from the 1650s to the present. Topics include Quaker beliefs about God and the light within; Quakers and social reform including anti-slavery work, women's rights advocacy, Indian rights, and peace work; Quakers and education; Quakers and nature; and Quakers and social change today (including the work of Earth Quaker Action Team [EQAT] and the American Friends Service Committee). While focusing on Quakers and social transformation, this course includes discussion of specific concerns and methods in the study of religion. Students will have the opportunity to work with the resources of Swarthmore*

College's Friends Historical Library and Peace Collection.  
Humanities.  
1 credit.  
Eligible for PEAC  
Spring 2022. Ross.  
Spring 2023. Ross.  
Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 025B. Transforming Intractable Conflict**

*SOCI 025B*  
This course will address the sociology of peace process and intractable identity conflicts in deeply divided societies. 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.  
Non-distribution.  
1 credit.  
Eligible for PEAC, SOCI  
Spring 2022. Smithey.  
Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 036. Environment, Cultural Memory and Social Change in Japan**

*Cross-listed as JPNS 036, ENVS 047*  
This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. In addition, under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore possible applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.  
1 credit.  
Eligible for PEAC, GLOBL-paired  
Fall 2023. Crossan.  
Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 038. Civil Wars & Neoliberal Peace in Central America**

This course focuses on the sociopolitical turmoil that devastated Guatemala, Nicaragua, and El Salvador as a wave of revolutionary wars swept across the region from the 1960s to the early 1990s and sought to end decades of oppressive military dictatorships. After studying the civil wars and their causes, the course will then focus on the peacebuilding efforts and the implementation of democracy within the neoliberal economic order. Of particular interest are the failures of the peacebuilding process, the current gang violence in the region, and the widespread political corruption supported by an economic system that has made of everyday life an exercise in survival.  
We will pay special attention to U.S. intervention in Central America, particularly the consequences of its involvement in the military dictatorships and armed conflicts in the region. We'll focus on issues of social trauma and social disaffection, of historical memory and the genocide of the Mayas, of political resistance and the struggle for social justice, and of the limits of postwar reconstruction and reconciliation in the era of neoliberalism. This course will help us understand the current crisis of Central American immigration to the U.S.  
Humanities.  
1 credit.  
Eligible for LALS, PEAC  
Fall 2022. Buiza.  
Fall 2023. Buiza.



Catalog chapter: *Peace and Conflict Studies*  
Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 039. Social Entrepreneurship for Social Change**

*Social entrepreneurship is concerned with entrepreneurial responses to demanding and unmet social needs (not adequately served by market or by state). Through in-depth case analysis, we will consider the context of social entrepreneurial activity (such as the peace and reconciliation movement in Northern Ireland), the individuals who become engaged in impacting social need (locally, nationally and globally), along with organizing and undertaking activities and addressing needs effectively. Limited to 15 students.*

*Non-distribution.*

*1 credit.*

*Eligible for GBLB-Core*

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 041. Peace and Political Philosophy**

*Cross-listed with PHIL 041*

*How might we establish a peaceful world? What is the relationship between peace, justice, and individual rights? Can war ever be justified and, if so, under what circumstances? How can societies that have experienced violent conflict transition into peace? This course examines these questions from the perspective of political philosophy. We will ask what a peaceful world might look like and what would be required to bring it about.*

*HU*

*Eligible for PEAC*

### **PEAC 043. Gender, Sexuality, and Social Change**

*ANTH 044*

*How has gender emerged as an analytical category? How has sexuality emerged as an analytical category? What role did discourses surrounding gender and sexuality play in the context of Western colonialism in the Global South historically as well as in the context of Western imperialism in the Global South today? How are gender and sexuality-based liberation understood differently around the world? What global social movements have surfaced to codify rights for women and LGBTQ populations? How has the global human rights apparatus shaped the experiences of women and queer communities? What is the relationship between gender and masculinity? What are the promises and limits of homonationalism and pinkwashing as theoretical frameworks in our understanding of LGBT rights discourses? When considering the relationship between faith and homosexuality, how are religious actors queering theology? How do we define social change with such attention to gender and sexuality?*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GSST, INTP, GBLB- Core, ESCH*

*Fall 2022. Atshan.*

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

### **PEAC 049. Be the Change: Social Entrepreneurship in Principle and Practice**

*Amidst market implosions, human conflict, environmental crises, and on-going demise of the welfare state, the need for new, durable organizational forms, committed to social change, is clear. Social entrepreneurship offers a unique model for creative conflict transformation and community problem solving. Using business practices, social enterprises seek to redress social and environmental concerns while generating revenue. Students will learn about the manifestation of social entrepreneurship principles and practice in non-profit, for-profit, and hybrid organizations. Then students will draft plans for their own social enterprise, thereby garnering a deeper understanding of social enterprise as organizational forms, while also embarking on a journey to explore their own potential as social entrepreneurs.*

*Class limited to 15 students.*

*Non-distribution.*

*1 credit.*

*Eligible for PEAC*

Catalog chapter: *Peace and Conflict Studies*

Department website: <http://www.swarthmore.edu/peace-conflict-studies>

## **PEAC 052. Afghanistan: Where Central & South Asia Meet**

*This course examines conflict, politics, culture, and daily life in present day Afghanistan. Occupying a historic crossroads in Asia, Afghanistan is a place of regional, ethnic, and cultural diversity. Since the beginning of the twentieth century, internal and external actors, including the British Empire, Pashtun dynasties, the Soviet Union, the Taliban, the United States and its allies, and the Islamic State, have battled for control of Afghanistan. Today, as conflict continues, the international community exerts significant influence on Afghanistan's politics, security, economy, and social institutions. This course will explore themes related to conflict, peacemaking, statebuilding, and international intervention, and their intersection with cultural and ethnic diversity, religion, gender norms, and the lived experiences of Afghan people. Students will read memoirs, literature, and scholarly work from various disciplines.*

*Social Science.*

*1 credit.*

*Eligible for PEAC, ASIA*

*Fall 2021. Kapit.*

*Fall 2022. Kapit.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 053. Israeli-Palestinian Conflict**

*This course will examine the historical underpinnings of the Israeli-Palestinian conflict and how they have shaped the contemporary context in Israel/Palestine. We will approach this from a demography and population-studies framework in order to understand the trajectories and heterogeneity of Israeli and Palestinian societies and politics. For instance, how has the relationship between race and period of migration to Israel impacted Ashkenazi and Mizrahi Israeli sub-populations differently? What explains divergent voting patterns between Palestinian Christians and Muslims over time? How can we measure inequality between Israeli settlers and Palestinian natives in the West Bank in the present? The course will also synthesize competing theoretical paradigms that account for the enduring nature of this conflict. This includes-but is not limited to-the scholarly contributions of realist political scientists, U.S. foreign policy experts, social movements theorists, security sector reformers, human rights advocates, international law experts, and negotiations and conflict resolution practitioners.*

*Social Sciences.*

*1 credit.*

*Eligible for PEAC, ISLM*

*Fall 2022. Atshan.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 055. Climate Disruption, Conflict, and Peacemaking**

*ENVS 031*

*The course will examine several ways in which climate change is a driving force of violent and nonviolent conflict and creates opportunities for peacemaking and social justice. Already, climate change has been identified by the U.S. military as a threat to national security, offering a new rationale for expanding the military industrial complex. Demands on scarce resources generate and exacerbate regional conflicts and drive mass movements of refugees. Behind these dramatic manifestations of climate stress lie extensive corporate and national interests and hegemonic silences that emerging conflicts often reveal. Conflict also brings new opportunities for peacebuilding, cooperation, and conflict resolution. Climate crises have renewed and expanded local and global movements for environmental justice and protection, many of which have historical connections with the peace movement. In support of the college's carbon charge initiative, we will dedicate part of the course to understanding what constitutes the social cost of carbon and how it is represented in carbon pricing, particularly with respect to increasing frequencies of armed conflict and extension of the military industrial complex.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ENVS*

*Fall 2021. Smithey.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 060. Social Innovation for Peace**

*Denise Crossan, the Eugene Lang Professor for Issues of Social Change, will be delivering a high-impact year-long engaged scholarship program entitled, "Social Innovation for Peace" Program (SIP), commencing in Fall 2019. The program's mission is to, "apply social innovation knowledge through practice in post conflict communities." Swarthmore College students will collaborate with international peace and conflict*

*Social Entrepreneur partners in Colombia, Northern Ireland, and Japan to co-design and deliver a reciprocal learning social innovation project that works towards addressing the legacy of conflict in their respective communities. At the beginning of the course in Fall Semester, students will be matched with a Social Entrepreneur partner in-country, and through classes, case study analysis, and peer learning discussion, will begin to identify, develop and prototype solutions to critical post-conflict related issues. During Winter Break and over summer students will spend time in-country working directly with their community partners to test their solution prototypes.*

*The "Social Innovation for Peace" Program is delivered in partnership with the Peace & Conflict Studies program, the Social Innovation Lab@The Lang Center, and sponsored by The Lang Center for Civic and Social Responsibility. This is a 2-credit class, over 2 semesters and requires commitment to Winter and Summer break international travel. Students who start in&nbsp;PEAC 060A in Fall 2019, must complete PEAC 060B Spring 2020, to receive credit for PEAC 060A. Places are limited and applicants will be interviewed prior to acceptance and class registration. For details email: Denise Crossan, [dcrossa1@swarthmore.edu](mailto:dcrossa1@swarthmore.edu)*

*Eligible for PEAC,ESCH*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 070. Research Internship/Fieldwork**

*Credit hours to be arranged with the coordinator.*

*Non-distribution.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 071B. Research Seminar: Global Nonviolent Action Database**

*SOCI 071B*

*This research seminar involves working with The Global Nonviolent Action Database built at Swarthmore College. This website is accessed by activists and scholars worldwide. The database contains crucial information on campaigns including those for human rights, democracy, environmental sustainability, economic justice, national/ethnic identity, and peace. Students will investigate a series of research cases and write them up in two ways: within a template of fields (the database proper) and also as a narrative describing the unfolding struggle. Strategic implications will be drawn from theory and from what the group is learning from the documented cases of people's struggles.*

*Social Science.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GLBL-core*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 072. Humanitarianism: Education & Conflict**

*EDUC 072*

*This course will introduce students to the theory and practice of humanitarianism and, specifically, the provision of education as a humanitarian intervention-what practitioners call "education in emergencies." The course will delve into the foundations and history of humanitarianism and track how humanitarian intervention evolved over the course of the 20th century, broadening and deepening in scope. It will explore continuing debates over the appropriateness of education as a humanitarian intervention and examine what types of educational interventions are prioritized by humanitarian agencies, as well as the goals that those interventions are trying to achieve. For example, what is the relationship between education and conflict and how do education in emergencies providers intervene to alter that relationship? Students will have the opportunity to study specific examples of education in emergencies programming in countries such as Afghanistan, Colombia, Nepal, Sierra Leone, and Syria, and to hear from guest speakers working in the field of education in emergencies. The course will encourage students to apply what they have learned to policy-oriented exercises.*

*Social Science.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Kapit.*

*Fall 2022. Kapit.*

*Fall 2023. Kapit.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 077. Gun Violence Prevention: Peace Studies and Action**

*The course aims to bridge gaps between peace research, theory, and implementation by encouraging students to move between each as we examine the problem of gun violence, study effective interventions, consider nonviolent ways of conducting conflict, and assess the challenges of developing and sustaining effective peace work. As we develop our own analytical and research skills, we also aim to center the experience of peacemakers and victims by collaborating with a local gun violence prevention organization. Discussion over course readings will also be emphasized. This course will encourage collaboration and active participation in delivering the content of the course.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ESCH*

*Fall 2022. Smithey.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 090. Thesis**

*Credit hours to be arranged with the coordinator.*

*Writing course.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 091. Senior Capstone Seminar**

*The Senior Capstone Seminar serves as the comprehensive exercise for the major and provides an opportunity for Peace and Conflict Studies students to synthesize their plans of study in a shared learning environment. Advanced readings will be incorporated to extend engagement with the field of peace and conflict studies, and participants will present their thesis work or an extension of an advanced paper they wrote in another peace and conflict studies eligible course. We will also look ahead to professional and vocational opportunities after graduation.*

*Prerequisite: Peace and Conflict Studies majors only.*

*Non-distribution.*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Kapit.*

*Spring 2023. Smithey.*

*Fall 2023. Kapit.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <https://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 093. Directed Reading**

*1 credit.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **PEAC 094. Special Topics: Friends, Peace, and Sanctuary**

*In this half-credit engaged scholarship course, students will learn about historical and contemporary refugees through a variety of methods, including readings, archival research, and co-creation. As part of the course, students will participate with resettled Iraqis and Syrians and Swarthmore faculty and staff in a series of artist-led workshops in which participants will co-create a graphic novella. The course will include discussions and written reflections based on the readings and workshops. This course is tied to Friends, Peace, and Sanctuary, a two-year project funded by The Pew Center for Arts and Heritage that brings renowned book artists into conversation with Syrian and Iraqi individuals who have resettled to Philadelphia. Students will be working with and learning directly from project collaborators, and their work may be shared publicly on the Friends, Peace, and Sanctuary website and may also be published or exhibited in Spring 2019.*

*Graded CR/NC.*

*Limited to five students, by permission of instructors.*

*Non-distribution.*

*0.5 credit.*

*Eligible for PEAC*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <https://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 103. Humanitarianism: Anthropological Approaches**

*ANTH 103*

*This honors seminar will introduce students to the most salient theoretical debates among anthropologists on humanitarian intervention around the world. We will also examine a range of case studies, from the birth of Western Christian humanitarian missions in colonial contexts to humanitarian interventions (e.g. military, food-based assistance, natural disaster relief, post-conflict reconstruction) today. The geographic scope of this seminar will encompass North America, South America, the Caribbean, Europe, sub-Saharan Africa, the Middle East/North Africa, East Asia, and South Asia. We will consider, for instance, how anthropologists have examined relief efforts in the wake of Hurricane Katrina in New Orleans. What social science scholarship has been produced on mental health interventions after political and natural crises in Haiti? How are victims of torture at the hands of the Indian military supported by international organizations in Kashmir? What is the nature of global Islamic humanitarianism today? How are local national staff employed by international organizations shaping humanitarian approaches to gender-based violence in Colombia? These are among the many questions we will address over the course of the semester.*

*Honors seminar.*

*Social sciences.*

*2 credits.*

*Eligible for PEAC*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 135. Social Movements and Nonviolent Power**

*SOCI 135*

*In this two-credit Honors seminar, we will study the global proliferation of the strategic use of nonviolent tactics and methods and investigate the power in social relations upon which collective nonviolent action capitalizes. We will also address sociological literature on the emergence, maintenance, and impact of social movements. For examples of the kinds of case studies covered in this seminar, visit <http://nvdatabase.swarthmore.edu>*

*Non-distribution.*

*2 credits.*

*Eligible for PEAC, GLOBL-core*

*Spring 2023. Smithey.*

*Fall 2023. Smithey.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

### **PEAC 180. Senior Honors Thesis**

*2 credits.*

*Catalog chapter: Peace and Conflict Studies*

*Department website: <http://www.swarthmore.edu/peace-conflict-studies>*

## **Anthropology**

### **ANTH 003G. First-Year Seminar: Development and its Discontents**

*In this course, our goal will be to gain a new perspective on an often-unquestioned social "good": that of international economic development, including foreign aid to countries in the global south. This course will provide students with an introduction to the origin and evolution of ideas about development, and will encourage them to examine major theories and approaches to development from classical modernization theories to world-systems theories. Students will gain insight into how ideas of development fit into larger global dynamics of power and politics and how, contrary to professed goals, the practices of international development have often perpetuated poverty and widened the gap between rich and poor. During the course, we will investigate these issues through an array of texts that address different audiences including a novel, academic books and journals, film, popular writings and ethnographic monographs.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, PEAC, ESCH, GLOBL - Core*

Spring 2024. Schuetze.  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 033E. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed as ENVS 029)*

*An introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GBLB-core, INTP, PEAC*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 034C. Native American Cultures and Contemporary Music**

*(Cross listed as MUSI 009)*

*This course introduces students to Native American and Indigenous peoples through contemporary music. Students will read anthropological and ethnomusicology texts, engage Native pop culture and news media, watch music videos and listen to selections of Native American and Indigenous contemporary music from across the Americas. A main goal of this course is to gain knowledge and appreciation of Indigenous peoples, their cultures, and the social and environmental justice issues facing them in contemporary society.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Two Bears.*

*Fall 2022. Two Bears.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 044. Gender, Sexuality, and Social Change**

*(Cross-listed as PEAC 043)*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GSST, INTP, GBLB- Core, ESCH*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 103. Humanitarianism: Anthropological Approaches**

*(Cross-listed as PEAC 103)*

*This honors seminar will introduce students to the most salient theoretical debates among anthropologists on humanitarian intervention around the world. We will also examine a range of case studies, from the birth of Western Christian humanitarian missions in colonial contexts to humanitarian interventions (e.g. military, food-based assistance, natural disaster relief, post-conflict reconstruction) today. The geographic scope of this seminar will encompass North America, South America, the Caribbean, Europe, sub-Saharan Africa, the Middle East/North Africa, East Asia, and South Asia. We will consider, for instance, how anthropologists have examined relief efforts in the wake of Hurricane Katrina in New Orleans. What social science scholarship has been produced on mental health interventions after political and natural crises in Haiti? How are victims of torture at the hands of the Indian military supported by international organizations in Kashmir? What is the nature of global*

*Islamic humanitarianism today? How are local national staff employed by international organizations shaping humanitarian approaches to gender-based violence in Colombia? These are among the many questions we will address over the course of the semester.*

*Social sciences.*

*2 credits.*

*Eligible for ESCH*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## Arabic

### **ARAB 025. War in Arab Literature and Cinema**

*(Cross-listed as LITR 025A)*

*This course will explore literary and cinematic representations of war in the Arab world, focusing on the Arab-Israeli Conflict, the Lebanese Civil War, and the Iraq wars. We will look at poetry, fiction, memoir, prison narratives, film, and experimental texts. Through the examination of a variety of experiences, genres, and perspectives, we will ask questions like: How do narratives of war contribute to the formation of national, local, and Arab identities? How has the experience of war impacted understandings of religion, masculinity, gender, and domestic violence? We will identify common themes and images and investigate how these patterns change and develop in different spatial and temporal contexts.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, PEAC*

*Catalog chapter: Modern Languages and Literatures: Arabic*

*Department website: <http://www.swarthmore.edu/arabic>*

## Art History

### **ARTH 046. Socially Engaged Art in the Americas**

*Can art change the world? Questions about the impact of art in the social fabric are constitutive of the idea of avant-garde art. This course will introduce students to these debates as they took shape in the American continent since 1960. With an emphasis on forms of art practice that outspokenly seek to provoke positive social change, this class provides a parallel narrative of contemporary art, in which art exits the museum space to ingrain itself in broader social processes.*

*During the semester students will learn about different theories of socially engaged art articulated by artists and art historians alike. We will consider art as activism in the Civil Rights era, forms of artistic resistance to Latin American military dictatorships, second wave feminist art, contemporary community-based art, and forms of engaged art practice concerned with planet-wide environmental crisis. We will debate the tactics and ideals guiding these practices, and we will evaluate the potential risks that come with relying on art for social transformation. This course alternates short lecture periods with in-class discussion of primary and secondary sources. It is structured around six thematic blocs, at the end of which students will produce a short written assignment.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, PEAC, GBLB-paired, LALS*

*Fall 2021. Checa-Gismero.*

*Catalog chapter: Art and Art History*

*Department website: <https://www.swarthmore.edu/>*

## Chinese

### **CHIN 091. Special Topics in English**

*(Cross-listed as LITR 091CH)*

*Special Topics*

*Fall 2022 Topic: Representing Colonial Taiwan: Public Space in Print*

*Fall 2023 Topic: Movement and Migration*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT, PEAC*

Fall 2021. Li.

Fall 2022. Li.

Fall 2023. Li.

Catalog chapter: *Modern Languages and Literatures: Chinese*

Department website: <http://www.swarthmore.edu/chinese>

## Dance

### DANC 004. Arts in Action

*(Cross-listed as MUSI 006)*

*What is art and what constitutes action? The course will explore these questions in two ways: First, we will look at the interconnections between culture, art, and community through rigorous intellectual inquiry by orienting students to some key ideas through selected readings. Second, we will engage in situated learning with local and international arts communities. We will have community leaders from our local communities as guest speakers in addition to two webinars planned for the class on the intersections of the arts, citizenship, and justice: one focusing on the U.S and Black Lives Matter movement (BLM) and the other focusing on India and the Citizenship Amendment Act (CAA). Our areas of foci will be local (Philadelphia) and international (India) for cross-cultural engagements with the arts and the burning issues of the times. Both webinars will have renowned academics and artists/activists from the U.S and India as well as emerging artists and scholars to make them rich and intergenerational conversations. As a required activity for the class you will be asked to volunteer your time as interns with the Lang center community partners. Class requirements include readings, video viewing, and discussions, participating in webinars, keeping a regular journal, volunteer work, and doing a final project to be discussed in class.*

*This course is open to all students. This course fulfills a prerequisite requirement for dance majors and minors.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, ESCH, GLOBL-core*

*Fall 2023. Chakravorty.*

*Catalog chapter: Music and Dance: Dance*

*Department website: <http://www.swarthmore.edu/dance-program>*

## Economics

### ECON 012. Game Theory and Strategic Behavior

*How should one 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.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### ECON 051. International Trade and Finance

*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.*

*Prerequisite: ECON 011 and ECON 021.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, PEAC, GLOBL-core*

*Fall 2021. Wang.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

### ECON 081. Economic Development



*A survey covering the principal theories of economic development and the dominant issues of public policy in low-income countries. Topics include the determinants of economic growth and income distribution, the role of the agricultural sector, the acquisition of technological capability, the design of poverty-targeting programs, the choice of exchange rate regime, and the impacts of international trade and capital flows (including foreign aid).*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, BLST, PEAC, GLBL-core*

*Spring 2022. O'Connell.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 082. Political Economy of Africa**

*A survey of the post-independence development experience of Sub-Saharan Africa. We study policy choices in their political and institutional context, using case-study evidence and the analytical tools of positive political economy. Topics include development from a natural resource base, conflict and nation building, risk management by firms and households, poverty reduction policies, globalization and trade, and the effectiveness of foreign aid.*

*Prerequisite: ECON 001*

*Social sciences.*

*1 credit.*

*Eligible for BLST, PEAC, GLBL-Paired*

*Fall 2021. O'Connell.*

*Fall 2022. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **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.*

*Prerequisite: ECON 011 and ECON 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, PEAC, GLBL Core*

*Fall 2021. Wang.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **ECON 181. Economic Development**

*The economics of long-run development in Africa, Asia, and Latin America. We cover the leading theories of growth, structural change, income distribution, and poverty, with particular attention to development strategies and experience since World War II. Topics include land tenure and agricultural development, rural-urban migration, industrialization, human resource development, poverty targeting, trade and technology policy, aid and capital flows, macroeconomic management, and the role of the state. Students write several short papers examining the literature and a longer paper analyzing a particular country's experience.*

*Prerequisite: ECON 011, ECON 021, and either ECON 031, STAT 011, or STAT 021*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, BLST, PEAC*

*Fall 2021. O'Connell.*

*Spring 2023. Staff.*

*Catalog chapter: Economics*

*Department website: <http://www.swarthmore.edu/economics>*

## **Educational Studies**

## **EDUC 022. Peace Education**

*Cross-listed as PEAC 022.*

*In this introductory course, students will explore the historical, ethical, and theoretical foundations of peace education, a subfield of peace and conflict studies. Students will consider different approaches towards peace education: should peace education be oriented towards eliminating physical violence? Facilitating co-existence and understanding? Teaching human rights or citizenship? Empowering the dispossessed and eliminating inequality and injustice? Is peace education best integrated in the existing schooling system, an extracurricular activity, or should it be distinct from schooling? Using case studies, students will critically examine different types of peace education and explore existing research on how they do-or do not-work.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Catalog chapter: Educational Studies.*

*Department website: <http://www.swarthmore.edu/educational-studies>.*

## **EDUC 072. Humanitarianism: Educ & Conflict**

*Cross-listed as PEAC 072.*

*This course will introduce students to the theory and practice of humanitarianism and, specifically, the provision of education as a humanitarian intervention-what practitioners call "education in emergencies." The course will delve into the foundations and history of humanitarianism and track how humanitarian intervention evolved over the course of the 20th century, broadening and deepening in scope. It will explore continuing debates over the appropriateness of education as a humanitarian intervention and examine what types of educational interventions are prioritized by humanitarian agencies, as well as the goals that those interventions are trying to achieve. For example, what is the relationship between education and conflict and how do education in emergencies providers intervene to alter that relationship? Students will have the opportunity to study specific examples of education in emergencies programming in countries such as Afghanistan, Colombia, Nepal, Sierra Leone, and Syria, and to hear from guest speakers working in the field of education in emergencies. The course will encourage students to apply what they have learned to policy-oriented exercises.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC.*

*Fall 2021. Kapit.*

*Fall 2023. Kapit.*

*Catalog chapter: Educational Studies*

*Department website: <http://www.swarthmore.edu/educational-studies>*

## **English Literature**

### **ENGL 009J. First-Year Seminar: Revolution and Revolt**

*What makes a revolution? This course investigates the literature of rebellion from the late 18th century's "Age of Revolution" to the George Floyd rebellions. We will read the works of not only famous revolutionary leaders, but also infamous and obscure ones, including radical abolitionists, communists, anarchists, feminists, student activists, and more, asking how their writing interprets the memory of previous revolutions and imagines possibilities beyond them.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, ESCH*

*Spring 2022. Cohen.*

*Catalog chapter: English Literature*

*Department website: <http://www.swarthmore.edu/english-literature>*

### **ENGL 047B. Alternate War Histories of Asia/America**

*In what ways do cultural disparities and conflictual historical experiences lead to not only different perceptions of reality but in fact multiple realities? Anchored in two wars-World War II, from which the US emerged as a world power, and the Vietnam War, the first televised war and America's "unwinnable war"-this course focuses on Asian/American entanglement and the worlds to which it gives rise. There are multiple Japans that emerged in World War II: the empire that might have conquered the US, as imagined in the alternate history of *The Man in the High**

Castle; the lost land of origin that has brought trauma on its "heirs," the Japanese interned by the US; the Japan experienced by comfort women in Asia. Similarly, the story of the Vietnam War has been told almost exclusively from an American viewpoint. Yet *The Sympathizer* promises to tell another story: not only of the US in Vietnam as seen by the Vietnamese but of the Vietnamese in America, indeed of two Vietnams. What might we learn from alternate (hi)stories about the political functions and ontological power of narrative? Texts may include *The Man in the High Castle*, *No-No Boy*, *Comfort Woman*, *The World at War*, *Cold War*, *Apocalypse Now*, *Vietnam War protest poetry*, *The Sympathizer*, *Night Sky with Exit Wounds*, *We Should Never Meet*, *Forgetting Vietnam*, *Maya Lin*, and the *Vietnamese Oral History Project*, along with theoretical texts on war and reality. Students will be evaluated based on class participation and presentations, written responses, (con)textual analysis, and comparative analysis.

20th/21st c.

Humanities.

1 credit.

Eligible for ASIA, GLBL-paired, PEAC.

Fall 2021. Ku.

Catalog chapter: English Literature

Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 083. On Violence**

A dark lexicon emerged out of the 20th century: total war, genocide, and collateral damage were new terms invented to describe "new" versions of atrocity. But does our ability to name violence mean that we understand it any better? This course explores the aesthetic and narrative structures of violence in modern fiction, film, critical theory, and law. Even as we recognize texts as pertaining to distinct modes (modernism, postmodernism, contemporary literature) we will explore how histories of colonialism and racism condition formal innovation.

20th/21st c.

Humanities.

1 credit.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 084. Human Rights and Literature: Borderzones of the Human**

This course examines how twentieth- and twenty-first-century narratives imagine "the human." Shortly after the signing of the Universal Declaration of Human Rights in 1948, Hannah Arendt argued that the "right to have rights" is not, in fact, universal: in practice, rights are secured by the state. But if human rights operate within the framework of the nation-state, the problems of the contemporary moment do not. How, then, do we begin to imagine the rights-bearing human in an age of mass migrations, privatized militaries, global flows of capital, climate crises, and the world wide web? The first section of this class will be devoted to studying the ways human rights advocacy and practice has traditionally depended upon narrative structures (testimony, witnessing, reportage) and the sympathetic imagination in order to raise awareness of atrocity. The second half of the class will explore how such attempts to narrate the human face new obstacles in the twenty-first century. Course readings will include a wide array of narrative forms, from novels, memoirs, photography and film to ad campaigns, NGO reports, and Freedom Information Act requests. Primary texts will be supplemented by secondary readings (Jacques Derrida, Hannah Arendt, Giorgio Agamben, Joseph Slaughter, Deborati Sanyal, and Eyal Weizman) and by research labs that will introduce students to local and regional human rights work.

Humanities.

1 credit.

Eligible for PEAC, ESCH

Fall 2022. Patnaik.

Fall 2023. Patnaik.

Catalog chapter: English Literature

Department website: <http://www.swarthmore.edu/english-literature>

### **ENGL 084A. Reparations**

In this course, we will analyze how reparations become embraced by human rights over the course of the twentieth century as a mechanism for redressing human wrongs. We will situate reparations as they emerge in national and international contexts, including redress for Japanese-American internment during World War II, the truth commissions in Central America and post-apartheid South Africa, civilian killings during the War on Terror, and reparations for slavery within America. Expect to engage with literature, philosophy, literary and legal theory, national and international treaties, and archival sources.

20th/21st c.

Humanities.

1 credit.

Eligible for PEAC  
Catalog chapter: English Literature  
Department website: <https://www.swarthmore.edu/english-literature>

### **ENGL 089E. Ecofeminism(s)**

*(Cross-listed as ENVS 042)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.*

*GATEWAY English Literature.*

*First year students need instructor's approval.*

*Humanities.*

*1 credit.*

*Eligible for ENVS, INTP, GSST, ESCH, GLBL*

*Fall 2023. DiChiro.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **Environmental Studies**

### **ENVS 014. Environmental Issues in Native American Communities**

*Native American communities face environmental issues and are experiencing direct impacts of climate change on their contemporary lives and cultural lifeways that are deeply connected to the land and surrounding ecosystems. Using illustrative case studies, this class will examine environmental issues and climate change impacts on Native American communities, current conflicts over tribal lands and natural resources, environmental racism, place-based Native activism, and tribal responses to ecological issues and problems. Specific topics will include Indigenous knowledge systems, Indigenous land stewardship, land tenure, treaty rights, politics and policy, energy development on tribal lands, conflicting land-use interests and values, tribal sovereignty and self-determination, and Indigenous environmental justice.*

*1.0 credit.*

*Eligible for ENVS, ESCH, PEAC.*

*Fall 2021. Benally*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

### **ENVS 029. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed with ANTH 033E)*

*This course offers students an introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of environmental anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.*

*Social Sciences*

*1 credit.*

*Eligible for ENVS, GLBL-core, INTP, PEAC*

*Catalog chapter: Environmental Studies*

*Department website: <https://www.swarthmore.edu/environmental-studies>*

## **ENVS 031. Climate Disruption, Conflict, and Peacemaking**

*(Cross-listed as PEAC 055)*

*The course will examine several ways in which climate change is a driving force of violent and nonviolent conflict and creates opportunities for peacemaking and social justice. Already, climate change has been identified by the U.S. military as a threat to national security, offering a new rationale for expanding the military industrial complex. Demands on scarce resources generate and exacerbate regional conflicts and drive mass movements of refugees. Behind these dramatic manifestations of climate stress lie extensive corporate and national interests and hegemonic silences that emerging conflicts often reveal. Conflict also brings new opportunities for peacebuilding, cooperation, and conflict resolution. Climate crises have renewed and expanded local and global movements for environmental justice and protection, many of which have historical connections with the peace movement. In support of the college's carbon charge initiative, we will dedicate part of the course to understanding what constitutes the social cost of carbon and how it is represented in carbon pricing, particularly with respect to increasing frequencies of armed conflict and extension of the military industrial complex.*

*Social Science.*

*1 credit.*

*Eligible for ENVS, ESCH, PEAC*

*Fall 2021. Smithey.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 035. Environmental Justice: Theory and Action**

*Examines historical, political, and activist roots of the field of environmental justice. Using interdisciplinary approaches from political ecology, environmental science, history, geography, cultural studies, and social movement theory, we analyze diverse environmental justice struggles and community activism in contemporary environmental issues such as: air quality and health, toxic contamination and reproductive issues, sustainable agriculture and food security, fossil energy-coal, oil, hydro-fracking and livelihoods, climate change and climate justice. Course incorporates a community-based learning component.*

*Social Sciences.*

*1 credit.*

*Eligible for ENVS, ESCH, PEAC*

*Fall 2021. Di Chiro.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 040. Religion and Ecology**

*(Cross-listed as RELG 022)*

*This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.*

*Eligible for ENVS, ESCH, GLOBL-Core, PEAC*

*Fall 2021. Wallace.*

*Catalog chapter: Environmental Studies*

*Department website: <http://www.swarthmore.edu/environmental-studies>*

## **ENVS 042. Ecofeminism(s)**

*(Cross-listed as ENGL 089E)*

*An introduction to the central themes and histories of ecofeminist theories and praxis. We will study ecological feminisms/feminist environmentalisms from global perspectives, and examine how these transdisciplinary discourses and movements develop social and cultural critiques of systems of domination, and construct alternative visions for more just and sustainable human-earth relationships. Topics include ecofeminist approaches to: human rights, environmental and climate justice, food and agriculture, animal politics, health and bodies, queer ecologies, economies of "care," militarism and imperialism, and sustainable development. Readings and course materials draw on the*

works of Vandana Shiva, Donna Haraway, Laura Pulido, Octavia Butler, Joni Seager, Rachel Carson, Winona LaDuke, Julie Sze, Rosi Braidotti, Jael Silliman, Starhawk, Eli Clare, Audre Lorde, Silvia Federici, Wendy Harcourt, Betsy Hartmann, Wangari Maathai.

First year students need instructor's approval.

1 credit.

Eligible for CBL, ENVS, ESCH, GLBL - Core, GSST, INTP

Fall 2023. Di Chiro.

Catalog chapter: Environmental Studies

Department website: <http://www.swarthmore.edu/environmental-studies>

## **ENVS 047. Environment, Cultural Memory, and Social Change in Japan**

(Cross-listed as JPNS 036 and PEAC 036)

This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.

Humanities

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner, Crossan.

Catalog chapter: Environmental Studies

Department website: <https://www.swarthmore.edu/environmental-studies>

## **French**

### **FREN 041. Guerre et paix dans la littérature française**

Through a study of the representations of war and peace in French literature from the 19th and 20th centuries, this course examines the evolving attitudes that intellectuals have held towards pacifist ideologies and violent conflicts, as well as the ethical and aesthetic influences that mass violence has had on their writings. The class will approach this topic from a variety of critical perspectives, including (1) studies of the emotional consequences of trauma, mourning, and shame, (2) a study of the interconnection of societal constructions of gender with representations of conflict and peace, and (3) a discussion of the rise of intellectuals in the face of injustice. Works covered will include testimonies, memoirs, fictional literature and popular culture, bringing together authors such as Balzac, Zola, Camus, Sartre, Duras, and Tardi. Taught in French. Prerequisite: FREN 015 or instructor permission.

Humanities.

1 credit.

Eligible for PEAC, GSST

Fall 2022. Gueydan-Turek.

Catalog chapter: Modern Languages and Literatures: French and Francophone Studies

Department website: <http://www.swarthmore.edu/french-francophone-studies/academic-program>

## **History**

### **HIST 001B. First Year Seminar: Human Rights as History: From Haiti to Nuremberg**

This course takes the subject of human rights and sets it into historical motion, starting with the French Revolution and ending with the 21<sup>st</sup> century.

Social sciences.

Writing course.

1 credit.

Eligible for PEAC

Spring 2023. Azfar.  
Catalog chapter: History  
Department website: <http://www.swarthmore.edu/history>

### **HIST 001V. First-Year Seminar: History in the Making: Autocrats, Activists, and Artists in a Changing Middle East**

*This course will examine recent political, social, and cultural transformations in the Middle East and the various historical developments that have led to them. Through an exploration of the current landscape of the region, we will use contemporary events as a window onto the past, investigating how history has shaped our world today.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC*

*Fall 2022. Shokr.*

*Fall 2023. Shokr.*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 027. Living with Total War: Europe, 1914-1919**

*This research seminar examines the experience of Europeans in the trenches, under military occupation, and at home in the turbulent years during and immediately following the First World War.*

*Optional language attachments: German, French, and Russian.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 036. Fascinating Fascism**

*This course explores the various manifestations of fascism as an ideological, cultural, and political movement in Europe from 1919 to 1945. Special attention will be paid to Spain, Italy, Germany, Romania, and England.*

*Social sciences.*

*1 credit.*

*Eligible for GMST, PEAC, GBLB-Core*

*Catalog chapter: History*

*Department website: <https://www.swarthmore.edu/history>*

### **HIST 037. The Holocaust: History, Representation, and Culture**

*(Cross-listed as LITR 037G, GMST 037)*

*This course explores the roots of Nazism, the implementation of the Final Solution, the legacy of the Holocaust on European society, and the representation of the Holocaust through an interdisciplinary approach that relies on primary sources, historical scholarship, memoirs, poetry, painting, and film.*

*Social sciences.*

*1 credit.*

*Eligible for GMST, PEAC*

*Catalog chapter: History*

*Department website: <http://www.swarthmore.edu/history>*

### **HIST 067. Digging Through the National Security Archive: South American "Dirty Wars" and the United States' Involvement**

*Focusing on 1970s Latin American dictatorships, this course's aims are twofold: firstly, a critical examination of the available scholarship on the so-called "Dirty Wars" that produced the disappearance of thousands of citizens—particularly young people—in the context of state terrorism;*

secondly, an exploration of the relations between those Latin American dictatorships and the United States through a rigorous research exercise using the National Security Archive and other primary sources.

Prerequisite: At least one course in history or professor permission.

Social sciences.

Writing course.

1 credit.

Eligible for LALS, PEAC

Spring 2022. Armus.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

## **HIST 149. Reform and Revolutions in Modern Latin America**

*The historical problem of change-political, economic, social, and cultural-in peripheral Latin America. It emphasizes nation-building capitalist ideas, populist experiences that produced deep reformist transformations, and revolutionary processes that started very radical and over time became moderate.*

Social sciences.

2 credits.

Eligible for GLBL-Paired, LALS, PEAC

Fall 2022. Armus.

Catalog chapter: History

Department website: <http://www.swarthmore.edu/history>

## **Japanese**

### **JPNS 036. Environment, Cultural Memory, and Social Change in Japan**

*(Cross-listed as PEAC 036, ENVS 047)*

*This course will explore the history, contemporary situation, and future possibilities regarding the interlinked realms of the environment, historical trauma, and social movements in Japan. Topics will include the Hiroshima and Nagasaki atomic bombings and the subsequent peace and anti-nuclear movements, the environmental movement in Japan, and the "triple disaster" earthquake, tsunami, and nuclear power plant disaster in Fukushima and Northeastern Japan. We will also discuss how environmental issues intersect with other current social issues such as rural depopulation, an aging population, and gender and economic inequality, and study a variety of contemporary approaches to addressing these issues. Under the guidance of Lang Professor for Social Change Denise Crossan, we will study the theory and practice of social entrepreneurship as a vehicle for social change and explore applications of this model in Japan. In addition, throughout the semester we will engage with community partners in Japan, particularly in the Hiroshima area, through online exchanges and collaborative projects related to contemporary environmental and peace activism.*

Humanities.

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2023. Gardner.

Fall 2023. Gardner. Crossan.

Catalog chapter: Modern Languages and Literatures: Japanese

Department website: <https://www.swarthmore.edu/japanese>

## **Literatures**

### **LITR 025A. War in Arab Literature and Cinema**

*(Cross-listed as ARAB 025)*

*This course will explore literary and cinematic representations of war in the Arab world, focusing on the Arab-Israeli Conflict, the Lebanese Civil War, and the Iraq wars. We will look at poetry, fiction, memoir, prison narratives, film, and experimental texts. Through the examination of a variety of experiences, genres, and perspectives, we will ask questions like: How do narratives of war contribute to the formation of national, local, and Arab identities? How has the experience of war impacted understandings of religion, masculinity, gender, and domestic violence? We will identify common themes and images, and also investigate how these patterns change and develop in different spatial and temporal contexts.*

Humanities.

1 credit.



Eligible for ISLM, PEAC

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 083J. War and Postwar in Japanese Culture**

(Cross-listed as JPNS 083)

*What was the Japanese experience of the World War II and the Allied Occupation? We will examine literary works, films, and graphic materials (photographs, prints, advertisements, etc.), together with oral histories and historical studies, to seek a better understanding of the prevailing ideologies and intellectual struggles of wartime and postwar Japan as well as the experiences of individuals living through the cataclysmic events of midcentury. Issues to be investigated include Japanese nationalism and imperialism, women's experiences of the war and home front; changing representations and ideologies of the body, war writing and censorship, the atomic bombings of Hiroshima and Nagasaki, Japanese responses to the occupation, and the war in postwar memory.*

*Humanities.*

*1 credit.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

### **LITR 091CH. Special Topics in English: Taiwan in Transition under Japanese Colonial Rule: Literature, Material Culture, and Social Movements**

(Cross-listed as CHIN 091)

*Special Topics*

*Fall 2021 Topic: Taiwan in Transition under Japanese Colonial Rule: Literature, Material Culture, and Social Movements*

*Fall 2022 Topic: Representing Colonial Taiwan: Public Space in Print*

*Humanities.*

*1 credit.*

*Eligible for ASIA, CPLT, PEAC*

*Fall 2021. Li.*

*Fall 2022. Staff.*

Catalog chapter: *Modern Languages and Literatures: Literatures in Translation*

Department website: <http://www.swarthmore.edu/modern-languages-literatures>

## **Math**

### **MATH 020. Mathematics and Social Justice**

*This course examines the roles that mathematics and mathematicians play in society, particularly through the lenses of equity and social justice. Students will explore what it means to practice mathematics ethically and we will discuss mathematical influence in areas such as policing, politics, healthcare, and the military-industrial complex.*

*Eligible for PEAC*

*Prerequisite: Placement out of, or credit for, either MATH 015 or STAT 011.*

*Natural sciences and engineering*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Miller.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

Catalog chapter: *Mathematics and Statistics*

Department website: <https://www.swarthmore.edu/mathematics-statistics>

## **Music**

### **MUSI 006A. Music in Times of War and Disease**

*For centuries, and across the globe, music has accompanied, amplified and responded to the most cataclysmic moments in human history. From the so-called "Black Death" pandemic of the Middle Ages to the total warfare of the twentieth century to the "gray-zone" conflicts of the new millennium, music has been employed to manipulate, protest, comfort, witness, and also to process human pain and grief. This course considers the current pandemic's impact on music in a global-historical context of war and pestilence, seeking to understand how these phenomena have affected musical sounds, and how music-making has contributed to human resilience. What will be the enduring repercussions of this historical moment on the future of musical expression?*

*Eligible for GLBL-Core, PEAC*

### **MUSI 006B. Music and War**

*This course will explore the various contexts and motivations for music making during the Holocaust and World War II era. In the universe of the Nazi ghettos and concentration camps, music was a vehicle for transmitting political rumors, controversies, stories, and everyday events as well as a form of spiritual resistance. In the broader context of war, it was used for political and nationalist agendas. This course will draw on a wide range of music, from folk songs and popular hit tunes to art music intended for the concert stage.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Milewski.*

*Fall 2022. Milewski.*

*Catalog chapter: Music and Dance: Music*

*Department website: <http://www.swarthmore.edu/music>*

### **MUSI 006D. Performing Resistance: Black Music and Protest in the African Diaspora**

*This course explores African diasporic music as it's been used in performative acts of resistance and protest in the United States, the Caribbean, and South America. We will consider instances when music and movement have been deployed in response to political, economic, and social tyranny in the past and in the present.*

*Eligible for GLBL - Paired, PEAC, BLST*

*Fall 2021. Stewart.*

*Spring 2022. Stewart.*

*Catalog chapter: Music*

### **MUSI 008. Music, Politics, and Society in the Modern Middle East: 1922-2016**

*Home to many of the world's oldest civilizations and major religions, the Middle East remains a region of remarkable cultural diversity. From the fall of the Ottoman Empire in 1922 to the Arab Spring and the current refugee crisis, this vast territory has experienced extraordinary political and social change over the past nearly one hundred years. While often riven by conflict, the Middle East is also a site of ever-renewing intellectual, artistic, and political movements. The musical soundtrack to this constellation of dynamic forces is rich and complex, animated by shifting social environments and ongoing intercultural encounters. Arabs, Turks, Persians, Jews, Kurds, Greeks, Berbers, Armenians, Assyrians, and many other ethno-linguistic and religious identities all claim unique forms of musical expression, mirroring in many cases their environments-rural, urban, desert, coastal, seafaring, nomadic, antiquated, hypermodern, pious, and defiantly secular. In this course we will examine nearly a century of music making in the Middle East focusing on Turkey, Iran, and the countries of the Eastern Mediterranean and North Africa. Readings, audio examples, films, and in-class music making will address the ways that music of the Middle East intersects with religious practices, nationalism, gender, sexuality, language, ethnicity, migration, and protest movements. Through an exploration of elite, popular, folk, and sacred music among others, we will attempt to make sense of the rich and varied soundscapes of the modern Middle East.*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: Music and Dance: Music*

### **MUSI 008B. Music, Race and Class**

*(Cross-listed as BLST 008B)*

*What is the power of music? How can music empower individuals and groups in the fight for justice? In this course we will investigate contemporary case studies from around the world when groups have employed music to confront racism and classism in pursuit of social justice. Case studies include Apartheid South Africa, Buraku Taiko drummers in Japan, and the Kamehameha Schools Songs Contest in Hawai'i. Students will complete an original community project to share their course experience with other students on campus. Open to all students*

without prerequisite.

Humanities.

1 credit.

Eligible for PEAC, BLST, GBLB-Core

Catalog chapter: Music and Dance: Music

Department website: <http://www.swarthmore.edu/music>

## **MUSI 009. Native American Culture & Contemporary Music**

(Cross-listed as ANTH 034C)

*This course introduces students to Native American and Indigenous peoples through contemporary music. Students will read anthropological and ethnomusicology texts, engage Native pop culture and news media, watch music videos and listen to selections of Native American and Indigenous contemporary music from across the Americas. A main goal of this course is to gain knowledge and appreciation of Indigenous peoples, their cultures, and the social and environmental justice issues facing them in contemporary society.*

Humanities

1 credit

Eligible for PEAC

Fall 2021. Two-Bears.

Fall 2022. Two-Bears.

## **Philosophy**

### **PHIL 011. Moral Philosophy**

*'What should I do?' This question is as old as philosophy itself. Just as it is one of the oldest and most complex philosophical puzzles, it also frequently occupies the minds of individuals in their day-to-day lives. In this course, we will focus on both ways of approaching this question. From the philosophical direction, we will discuss the ways in which philosophers have attempted to understand and describe our moral beliefs and commitments. From the practical direction, we will ask ourselves what it means to ascribe to these moral theories and how we might be able to actually live them.*

*PEAC eligible only when taught by PHIL instructor K. Thomason. Eligible with arranged assignment and by obtaining instructor and program coordinator written approval before drop/add period ends.*

*Prerequisite: First- and second-year students must complete one course in PHIL 001 -PHIL 010, or PHIL 012A, before enrolling in this course.*

Humanities.

1 credit.

Eligible for PEAC only when taught by PHIL instructor K. Thomason.

Spring 2024. Thomason.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 021. Social and Political Philosophy**

*In this seminar, we will examine in-depth philosophical approaches to the theory and practice of law. We begin with the classical theoretical questions. We cover the foundations of law as explained through legal positivism, natural law, and critical legal theory. We examine the roles of lawmakers, citizens, and judges. We then move to questions with a more practical dimension. We discuss the foundation for criminal law and punishment as well as issues of racism and sexism in law. Other topics include individual rights, paternalism, policing, privacy, and technology. The focus of this course is to explore the relationship between the individual and the state. We will examine three different conceptions of individuals and the three different theories of the state to which they give rise: political realism, political liberalism, and critical political theory. First we examine the historical foundations of these three theories. Then we will read contemporary work on particular issues in order to draw out the implications of the three frameworks. We will see how each framework deals with questions about censorship, personal liberty, civil disobedience, and national security.*

*PEAC eligible with the approval of the instructor.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

Humanities.

1 credit.

Eligible for GBLB-core

Spring 2023. TBD.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

## **PHIL 041. Peace and Political Philosophy**

*(Cross-listed as PEAC 41)*

*How might we establish a peaceful world? What is the relationship between peace, justice, and individual rights? Can war ever be justified and, if so, under what circumstances? How can societies that have experienced violent conflict transition into peace? This course examines these questions from the perspective of political philosophy. We will ask what a peaceful world might look like and what would be required to bring it about.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities*

*1 credit.*

*Eligible for PEAC.*

*Fall 2023. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 051. Human Rights and Atrocities**

*Are there such things as human rights? If so, where do they come from and how are they best conceived? What should we do when they are violated? This course examines the theoretical underpinnings of human rights. To try to understand and answer these questions, we will read traditional philosophical arguments and accounts of human rights in addition to philosophical examinations of atrocities like genocide. We will then use the philosophical works to examine specific historical examples of human rights violations such as genocide, war rape, and apartheid.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, GLOBL-Core*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **Political Science**

### **POLS 004. Introduction to International Relations (IR)**

*In this course, we will explore the fundamental concepts of the field of international relations. Students will learn the basic facts about international conflict, the international economy, international law, development, and the world environment, among other things. Furthermore, we will study the fundamental theoretical concepts and theories of international relations. Using these theories, students will be able to sort through arguments about various topics in international relations and make judgment calls for yourself. Finally, students will learn how these concepts have evolved over time and how we can use them to hypothesize what lies ahead for international relations.*

*Social sciences.*

*1 credit.*

*Eligible for GLOBL-Core, PEAC*

*Spring 2022. Paddon Rhoads.*

*Fall 2022. Tierney.*

*Spring 2023. Paddon Rhoads.*

*Fall 2023. Tierney.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 019. Democratic Theory and Practice**

*What is democracy, and what does it require? Widespread political participation? Social connectedness? Economic equality? Civic virtue? Excellent education? How well does the contemporary U.S. meet those ideal standards? POLS 019 students read classic and recent texts in normative political theory and empirical political science-addressing what democracy should do and how well the U.S. is doing it augmented by a participatory component that requires several hours per week outside of class. Students engage with civic leaders and activists in the strikingly different communities of Swarthmore and Chester, and participate in a variety of community projects. The goal is to understand better the ways in which social, economic, educational and political resources can affect how citizens experience democracy.*

*Social sciences.*

*1 credit.*

Eligible for CBL

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 031. Borders and Migration (CP)**

*This course, taught in Philadelphia, offers an introduction to the causes and consequences of international migration and examines the political responses of different national communities to the phenomenon. In the first part of the course we will explore why and how people move from one country to another and analyze the strategies through which states attempt to manage mobility and exercise control over their territories. Students will learn about patterns of regular and irregular migration, including economic and undocumented migrants, refugees, and asylum seekers. We will also interrogate the efficacy of border walls and other strategies of containment and control. In the second part of the course we consider how migration transforms both sending and receiving countries and evaluate how countries accommodate (or fail to accommodate) newcomers to their territories. The growing ethnic, religious, and linguistic diversity generated by international migratory flows has spawned fierce debates over national identity, social cohesion, and political stability. In order to make sense of these debates, we will analyze different regimes of immigrant integration, incorporation, and assimilation and evaluate the meaning of citizenship, social membership, and belonging. Classroom meetings will be supplemented with outside lectures and field trips in Philadelphia to observe immigration hearings and to meet with NGOs and community organizations working on issues surrounding migrant rights and refugee re-settlement. This course will be taught in Philadelphia as part of the Tri-Co Philly Program.*

Comparative

Social Sciences.

1 credit.

Eligible for GBLB-Core; INTP eligible; PEAC eligible

Spring 2022. Balkan

Fall 2022. Balkan.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 043B. Environmental Justice: Theory and Action (AP)**

*Examines historical, political, and activist roots of the field of environmental justice. Using interdisciplinary approaches from political ecology, environmental science, history, geography, cultural studies, and social movement theory, we analyze diverse environmental justice struggles and community activism in contemporary environmental issues such as: air quality and health, toxic contamination and reproductive issues, sustainable agriculture and food security, fossil energy-coal, oil, hydro-fracking-and livelihoods, climate change and climate justice. Course incorporates a community-based learning component.*

Social sciences.

1 credit.

Eligible for PEAC, ENV5, ESCH

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 052. Comparative Political Theory: Chinese and Western Traditions (TH)**

*This course examines some of the similarities and differences between Western and Eastern traditions of political thought. Through the course, we will introduce the students to the richness of both political theoretical traditions, and critically evaluate some "conventional wisdoms" (e.g. that Confucianism and democracy are antithetical). We will first review the concept of comparative political theory and its methodology, before moving on to discuss a range of classic topics in political theory, such as happiness, liberty and rights. For each topic, we will first review influential voices in the Western tradition before examining influential Chinese texts and exploring whether we may synthesize their insights. We will conclude the course with a discussion of intercultural political dialogue today.*

*This course does not fulfill the department's political theory requirement - only POLS 11, 12, 100, and 101 fulfill the requirement. This course is open to those with no political theory background and open to students who are not POLS majors or minors.*

Social Sciences

1 credit.

Eligible for GBLB Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 055. Ethics and International Relations (IR)**

*Ethical questions are central to the study of international relations. Does justice extend beyond the borders of states? Do we have moral obligations to distant strangers? Do we have an obligation to obey international law? When is war, if ever, just? Who should punish war crimes? In this course we explore the links between international normative theory (what would a just world order look like? how should it be constructed?) and the role norms and ethics actually play in contemporary international relations according to different theoretical perspectives (e.g. realist, constructivist, etc.). Topics include: the nature of ethical reasoning; state sovereignty, national self-determination, and secession; just war, human rights, and intervention; pluralism and cosmopolitanism; Black Lives Matter and international racial justice; transnational environmental responsibility and the ethics of climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA; PEAC*

*Spring 2023. Emily Paddon Rhoads.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 061. American Foreign Policy (IR)**

*This course analyzes the formation and conduct of foreign policy in the United States. The course combines three elements: a study of the history of American foreign relations since 1865; an analysis of the causes of American foreign policy such as the international system, public opinion, and the media; and a discussion of the major policy issues in contemporary U.S. foreign policy, including terrorism, civil wars, and economic policy.*

*Prof. Tierney is willing to work with select honors students enrolled in POLS61 in **Spring 2024** to convert this course into an honors prep. Students must be enrolled in POLS61 (no exceptions) for this option, and commit to meeting with Prof. Tierney regularly and fulfilling extra assigned work.*

*Social sciences.*

*1 credit.*

*Eligible for GLBL-Paired*

*Spring 2022. Tierney.*

*Spring 2023. Tierney.*

*Spring 2024. Tierney.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 062. The Politics and Practice of Humanitarianism (IR)**

*Humanitarianism has become a central feature of world politics. It is complex and contested. This course aims to provide the critical, conceptual and theoretical tools necessary to engage with the realities of humanitarian emergencies. It explores a range of questions: What is humanitarianism and how has it evolved historically? What are humanitarianism's core ethical and political dilemmas? What sets of interests and power relations shape the impact of humanitarian action at the global, national and local levels? How are new technologies, innovation and the private sector transforming humanitarian governance? What are the ethical issues involved with the study of humanitarianism?*

*Social Sciences*

*1 credit.*

*Eligible for PEAC*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 063. African Politics (CP)**

*This course provides an introduction to contemporary African politics with a strong focus on political dynamics in particular African countries. We begin with Africa's political history, examining pre-colonial structures, the impacts of colonialism, the post-colonial state and practices of power. We then examine the social forces that shape contemporary politics (e.g., ethnicity, religion, gender, class) and the range of regime types that have emerged in recent history. The final part of the course focuses on the economic dimensions of politics, conflict dynamics on the continent and the role of local, regional and international actors in addressing development, peace and security issues. The core concepts and theories explored in the course are brought to life through a semester-long reporting project in which students work closely over Skype with experts in the region.*

*Note distributional change from IR*

*Social sciences.*

*1 credit.*

*Eligible for BLST; GLBL-Paired; PEAC*

Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 075. International Politics: Special Topics: The Causes of War**

*The causes of war is arguably one of the most important issues in the field of international politics. In each week of the course, a candidate theory will be examined, and a specific war will be analyzed in depth to test the validity of the theory. Topics will include revolution and war, capitalism and war, misperception and war, and resource scarcity and war. The course will conclude with a discussion of the future of war, particularly the likelihood of conflict among the great powers.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, GBLB-core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 080. Civil Wars (IR)**

*Civil war is the dominant form of political violence in the contemporary world. Since the Second World War, most conflict has been focused within rather than between states (i.e., civil war). Drawing on a thriving and diverse area of scholarship in political science, this course explores the causes, dynamics and consequences of civil wars, as well as regional and international interventions and post-conflict legacies. Among the central questions we will examine are: What are the individual, group and state level factors that may cause civil wars to break out? What are the gendered dimensions of civil war and civilian agency? Why are some civil wars longer and more severe than others? How are civilians, households and communities impacted by civil war and how do they cope? How do civil wars end and what can local, regional and international actors do to facilitate their termination? To explore these and other questions, students will be introduced to key concepts, theories and a variety of research approaches, including qualitative, quantitative, and interpretive methods as well as micro- and macro-level analysis. Contemporary and historical cases we will examine include: Syria, South Sudan, Nigeria, Rwanda and Yugoslavia.*

*Political sciences.*

*1 credit.*

*Eligible for GBLB- core; GSST, PEAC*

*Spring 2022. Paddon Rhoads.*

*Fall 2022. Paddon Rhoads*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 082. Surveillance and Repression (CP)**

*All states collect information on citizens and use violence to counter certain threats to their authority. But the extent of such activity, and its implications for the liberty and wellbeing of citizens, can vary widely across time and space. Focusing on the United States and Latin America, this course examines the politics of state surveillance and repression. We first investigate the growth of the US surveillance state in the second half of the 20<sup>th</sup> century and the role of surveillance and repression in several authoritarian regimes in Latin America during that time period. We then consider how technological changes have amplified the capacity of states to surveil citizens in the 21<sup>st</sup> century and the struggles of different societies across the Americas to place appropriate limits on such activity, examining topics like mass communications collection, the spread of commercial spyware, the exportation of surveillance technologies to Latin American countries by both the US and China, and the role of big tech companies whose business models has been termed "surveillance capitalism."*

*Comparative*

*Social Science.*

*1 credit.*

*Eligible for LALS, PEAC*

*Spring 2023. Handlin.*

*Spring 2024. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **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.

Social sciences.

2 credits.

Eligible for CBL

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 113. International Politics: War, Peace, and Security (IR)**

This seminar will investigate in depth the issues of conflict, security, and the use of force in contemporary international politics. The course will begin by considering the changing meaning of "security" and by analyzing the major theoretical approaches including realism, liberalism, and constructivism. The course will then tackle some of the great puzzles of international security including the clash of civilizations hypothesis, the role of nuclear weapons, civil wars and intervention, terrorism, and human rights.

Social sciences.

2 credits.

Eligible for GBLB-Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

## **Psychology**

### **PSYC 028. Stereotypes, Prejudice and Discrimination**

Humans are social creatures; interpersonal relationships and group membership are critical to our survival and well-being. The formation of groups, however, can give rise to ingroup favoritism, stereotyping, and discrimination against outgroup members. This course will examine social psychological theory and research on the causes and consequences of stereotypes, prejudice & discrimination, emphasizing sociocultural, cognitive, personality, neuroscience and motivational perspectives. We will study the development and causes of stereotypes and prejudice, and reasons for their persistence and prevalence. We will consider both the effects that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members, as well as their effects on members of stereotyped groups. Finally, we will explore the implications of research findings on stereotypes, prejudice & discrimination for education, business and government policies; and will discuss possible techniques for reducing prejudice and discrimination.

Prerequisite: PSYC 001

Social Sciences.

1 credit.

Fall 2021. Norris.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 035. Social Psychology**

Social psychology argues that social context is central to human experience and behavior. This course provides a review of the field with special attention to relevant theory and research. The dynamics of cooperation and conflict, the self, group identity, conformity, social influence, prosocial behavior, aggression, prejudice, attribution, and attitudes are discussed. And is eligible for PEAC credit.

Prerequisite: PSYC 001.

Social sciences.

1 credit.

Spring 2022. Ward.

Spring 2023. Ward.

Spring 2024. Ward.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

## **Religion**



## **RELG 005. World Religions**

*This introductory course supplies students with the religious literacy skills necessary to think and write critically and comparatively about the world's religions. It will challenge the "world religion" paradigm in both its form and content while engaging students through the study of diverse traditions. Organized thematically with a focus on "lived religion," we will explore different topics such as food, architecture, performance, and art through a combination of theoretical pieces and case studies. We will also make use of a variety of media resources including film, podcasts, and music. The course pays special attention to religious communities in the Greater Philadelphia Area and will include site visits and virtual tours as a way of introducing participants to the history and diversity of cultures within our own "neighborhood."*

*Humanities.*

*1 credit.*

*Eligible for GBLB-core*

*Fall 2021. Persaud.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 006. Abrahamic Religion/s: Violence and Monotheism**

*This course introduces students to the academic study of Judaism, Christianity, and Islam through the figure of Abraham. How have these religions understood Abraham in competing and overlapping ways? In what ways have their respective portrayals of Abraham fostered both unity and discord, peaceful coexistence and religious wars, that persist throughout history and up to current geo-political, religious landscapes (e.g. Hebron/Hebron/al-Khalil)? Broader themes this course addresses through the figure of Abraham are the roles of violence in religion, and gendered and racialized violence and monotheism. Finally, we critically examine the use of the discourse of "Abrahamic Faith/s" in Religious Studies and Inter-religious dialogue.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 006B. The Talmud: Drinking in Antiquity**

*(Cross-listed as ANCH 006B )*

*This course introduces students to the Babylonian Talmud and related rabbinic literature, the foundational texts of Judaism. We focus on rabbinic traditions about drinking and eating, placing them in conversation with biblical, Greco-Roman, and Sassanian sources. Through these texts, we begin to learn what the Talmud is, what Judaism is, and how Jews and Judaism were situated, and steeped, in their larger Mediterranean cultures. Since drinking and eating are embodied acts filled with religious meanings, we also focus on religion, gender, and the body in ancient religions and cultures.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CLST, PEAC*

*Spring 2022. Kessler.*

*Fall 2023. Kessler.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **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.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, PEAC*

*Fall 2021. Padilioni.*

Fall 2023. Chireau.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

## **RELG 022. Religion and Ecology**

*(Cross-listed as ENVS 040)*

*This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, ENVS, PEAC, GLBL-Core*

*Fall 2021. Wallace.*

*Fall 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 023. Quakers Past and Present**

*(Cross-listed as PEAC 024 )*

*This course explores the religious beliefs, social teachings, and impact of Quakers in North America from the 1650s to the present. Topics include Quaker beliefs about God and the light within; Quakers and social reform including anti-slavery work, women's rights advocacy, Native American rights, and peace work; contemporary Quakers and social justice (including the work of Earth Quaker Action Team [EQAT] and the American Friends Service Committee). While focusing on Quakers and social change, this course includes discussion of specific concerns and methods in the study of Religion and of Peace and Conflict Studies. Students will have the opportunity to work with the resources of Swarthmore College's Friends Historical Library and Peace Collection.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Ross.*

*Spring 2023. Ross.*

*Spring 2024. Ross.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 031. Healing Praxis and Social Justice**

*Social justice rhetoric and activism are often framed around the theme of a fight or a struggle -- however noble -- against the forces and powers of oppression. This course takes a different tack and approaches social justice via perspectives of healing, wellness, and critical care practices. This course places an emphasis upon praxis, and as such will center healing and social justice practitioners and their methodologies as our primary curricular materials (via in-class visits and their social media footprints) to accompany more traditional classroom readings and multimedia assignments. What happens to our notions of social justice if we view current-day global oppression chiefly as a problem of colonial dis/ease -- a restless sickness wracking the social and political body, the encrusted layers of generational trauma and violence catalyzed by the on-going and open-ended histories of slavery, colonialism, and capitalism?*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, ENVS, PEAC, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 039. Antisemitism and Jew-Hatred**

*"Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions?" This class surveys antisemitism from antiquity to the present day. It historicizes "religious" and "political" Jew-hatred, considering their differences as well as continuity over time. Since antisemitism intersects with racism, misogyny, homophobia, gender-nonconformity, and economics, considerable attention is placed on constructions of race, gender, sexuality, and class.*

*Humanities.*

*1 credit.*

*Fall 2022. Kessler.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 051. Asian Religions in the Americas**

*Taking a hemispheric approach, this course will examine the histories, communities, and religious practices of Asians in South, Central, and North America and the Caribbean. We will learn about the indentured labor trade that brought Indian and Chinese laborers to the Americas in the 19th-20th centuries, the Chinese Exclusion Act of 1882, the case of Bhagat Singh Thind, and Japanese internment camps during WWII, in addition to other examples of racism and resistance that Asians faced migrating across the Americas. Our focus will be on how Asians have sacralized the local landscape and maintained and/or altered their religious practices, as well as how Asians have penetrated the culture of the Americas, looking at topics like food, architecture (temples and religious institutions), music, and pop culture. As part of the emphasis on culture, we will also explore the impact of Asian religions on American culture from the early transcendentalists to the Rajneesh movement and more, exploring the ways in which Asians have transformed the cultures of the Americas as much as their communities have been transformed by their new homelands.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, PEAC*

*Fall 2021. Persaud.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism and Islam**

*An examination of the concepts of martyrdom, holy war, and suicide in Islam, Christianity, and Judaism. How are "just" war, suicide, martyrdom presented in the sacred texts of these three traditions? How are the different perspectives related to conceptions of death and the afterlife within each tradition? Historically, how have these three traditions idealized and/or valorized the martyr and/or the "just" warrior? In what ways have modern post-colonial political groups and nationalist movements appropriated martyrdom and holy war in our time?*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST, PEAC*

*Spring 2023. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Russian**

### **RUSS 037. Crime or Punishment: Russian Narratives of Captivity and Incarceration**

*(Cross-listed as LITR 037R)*

*"Bless you, prison, for having been in my life!" - Solzhenitsyn. While the Gulag remains the most infamous aspect of the Soviet justice system, Russia has a long history of inhumane punishment on a terrifying scale. This course explores narratives of incarceration, punishment, and captivity from the 17th century to the present day. In discussing (non-)fiction, history, and theory, we will consider such topics as justice, violence and its artistic representations, totalitarianism, witness-bearing, and the possibility of transcendence in suffering.*

*Authors include Dostoevsky, Tolstoy, Chekhov, Kropotkin, Akhmatova, Solzhenitsyn, Pussy Riot, Navalny, Michel Foucault, Susan Sontag, and Angela Davis, among others.*

*We'll also have the opportunity to speak with two of our writers, Ali Feruz (jailed Uzbek journalist + LGBTQ+ rights activist) and Oleg Navalny (served 3.5 years on false charges + brother of Russian opposition leader Alexei Navalny).*

*Taught in translation; no knowledge of Russian language or culture required. All are welcome.*

*Humanities.*

1 credit.

Eligible for PEAC, INTP, GBLB-Paired, ESCH

Fall 2023. Vergara.

Catalog chapter: *Modern Languages and Literatures: Russian*

Department website: <https://www.swarthmore.edu/russian>

## Sociology

### **SOCI 006C. First-Year Seminar: The Working Class and the Politics of Whiteness (W)**

*Who are the "white working class" in the United States? How do they live, what do they believe, and why? Or, is there even such a thing as "the" white working class? How did this racialized category come to evoke images of both "everyday Americans" in some circles, and (at least in some others) the Trump supporters who staged an attempted coup in January 2021?*

*This course is dedicated to both sets of questions. First, we will look at the actual lives, beliefs, and political behavior of people who could be categorized as white and poor or working class. Then we will take up the question of the ways this category is deployed in our political discourse, for what purposes, and by whom. In the course of reading and writing about these issues, we will develop our understanding of class, race, inequality and politics in the United States.*

*Social science.*

*Writing course.*

1 credit.

Eligible for PEAC

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 025B. Transforming Intractable Conflict**

*(Cross-listed as PEAC 025B)*

*This course will address the sociology of peace process and intractable identity conflicts in deeply divided societies. 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.*

*Social sciences.*

1 credit.

Eligible for PEAC

Spring 2022. Smithey.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 031C. Indian Nations and Native America**

*This course traces the 500 years of conquest, colonialism, genocide, resistance, survivance and revitalization of Native Nations in the Americas, with a special focus on North America. It also covers contemporary issues and social realities (of Indigenous peoples) within the United States, Canada, Mexico and Turtle Island generally. We discuss origins and struggles over sovereignty, social movements, federal recognition, enrollment, tribal citizenship, mascotry, Indian gaming, socio-cultural identity and Native worldviews, including alternatives to ongoing environmental degradation. The class provides students with opportunities to develop their specific knowledge of individual tribal nations, including Pueblos Indigenas in Central America and the First Nations of Canada and the Arctic.*

*Social sciences.*

1 credit.

Eligible for PEAC, ESCH, GBLB-core

Spring 2022. Fenelon.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 041C. Indigenous Peoples and Globalization**

*(Cross-listed as ENVS 033)*

*This course provides a sociological look at Indigenous Peoples from the local to the global, including Native Nations (and Tribes) of the U.S.,*

*Latin America, the Maori (New Zealand), Adevasi (India), and the many Peoples from East Asia, Africa and Europe. We discuss models for understanding Indigenous struggles in the 21st century, especially in line with the United Nations Declaration of the Rights of Indigenous Peoples (UN DRIP), and levels of Sovereignty, Autonomy, and Minority status (world-systems analysis). We pay special attention to Indigenous peoples (tribes) who continue to survive and thrive in a modern world of global climate change, neoliberal capitalist hegemony and extreme cultural domination. The class provides students opportunities to view interdisciplinary global issues - environmental world threats, social change and refugees, hegemonic decline, regional warfare of nation-states, spirituality, food sovereignty - from Indigenous perspectives.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, PEAC, GBLB-core*

*Fall 2021. Fenelon.*

*Fall 2022. Fenelon.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 048I. Race and Place: A Philadelphia Story**

*Using Philadelphia neighborhoods as our site of study, this course will analyze the relationship between race/ethnicity and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. We will survey major theoretical approaches and empirical investigations of racial and ethnic stratification in cities, their concomitant policy considerations, and the impact at the local level in Philadelphia. As part of The Tri-Co Philly Program, this course will engage scholars, practitioners, community members, and leaders as teachers, learners, and researchers alongside students in the course.*

*Prerequisite: Requires permission of the Instructor.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ESCH*

*Fall 2023. Johnson.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 071B. Research Seminar: Global Nonviolent Action Database (M)**

*(Cross-listed as PEAC 071B)*

*This research seminar involves working with The Global Nonviolent Action Database built at Swarthmore College. This website is accessed by activists and scholars worldwide. The database contains crucial information on campaigns for human rights, democracy, environmental sustainability, economic justice, national/ethnic identity, and peace. Students will investigate a series of research cases and write them up in two ways: within a template of fields (the database proper) and also as a narrative describing the unfolding struggle. Strategic implications will be drawn from theory and from what the group is learning from the documented cases of wins and losses experienced by people's struggles.*

*Methods Course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GBLB-core*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 135. Social Movements and Nonviolent Power**

*(Cross-listed as PEAC 135)*

*In this two-credit Honors seminar, we will study the global proliferation of the strategic use of nonviolent tactics and methods and investigate the power in social relations upon which collective nonviolent action capitalizes. We will also address sociological literature on the emergence, maintenance, and impact of social movements. For examples of the kinds of case studies covered in this seminar, visit*

*<https://nvdatabase.swarthmore.edu>*

*Social sciences.*

*2 credit.*

*Eligible for PEAC, GBLB-core*

*Fall 2023. Smithey.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## Spanish

### **SPAN 054. Contemporary Cuba: Utopia, Revolution and Reform**

*(Cross-listed as LITR 054S)*

*This course will focus on Cuban literature and culture produced during the historical period of the Cuban Revolution. By reading varied-and often opposed-literary accounts and artistic representations of those years, the course seeks to analyze the complex socio-economic, political, and ideological processes that have informed Cuban society and culture since 1959 until the present day. Issues to be discussed include the relation between national identity, ideology and political discourse, the political conflict between US-Cuba; exile and diaspora; the politics of representation in terms of race, gender and sexuality; the role of the intellectual in times of political and ideological conflicts; the ethic of aesthetic discourses; and the current period of political and economic transition. Authors included are Fidel Castro, Ernesto Guevara, Reinaldo Arenas, Leonardo Padura, and Pedro Juan Gutiérrez, among others.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC*

*Catalog chapter: Modern Languages and Literatures: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 060. Memoria e identidad**

*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. The work of several Spanish authors, film directors and intellectuals of the last decades, 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, will be studied through close readings and a theoretical component. Special emphasis will be placed on the role of memory in literary, film and cultural narratives to build national identity.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Fall 2023. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 067. Legado artístico y cultural de la Guerra Civil**

*A literary and filmic study of different works generated by the Spanish Civil War (1936-1939). We will contemplate the antagonistic interpretations of the conflict itself, its roots, and its impact for a better understanding of modern Spain. We will study the themes and questions of the war echoed in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Machado, Cernuda, Hernández, Sender, Matute, Orwell, Laforet, Llamazares, Mendez, etc. Films will include documentaries as well as classic and contemporary features.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for FMST, PEAC*

*Fall 2022. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 084. México 1968: La violencia del Estado de ayer y hoy**

*This course will examine the cultural representations of violence in contemporary Mexico, from the 1968 student massacre in Tlatelolco to the female homicides in Ciudad Juárez to the social unrest brought about by the war on drugs. The objective will be to understand not only the dynamics of political and social violence in Mexico, but also the bearing that it has had on literature and film. We will analyze the ways in which literary works, poetry, chronicles, and films contend with the issues of state terror, institutionalized oblivion, trauma, violence, and cultural*

identity formation. In addition to film and literature, the course will incorporate the scholarly and theoretical interventions that will help make sense of this crisis of violence plaguing Mexico.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS, PEAC

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 088. Pasados desgarradores: revolución y trauma en la literatura centroamericana**

*This course focuses on contemporary Central American literature. It begins with the revolutionary poetry, narrative of resistance, and testimonio that emerged out of the sociopolitical turmoil of the isthmus during the decades of war, revolutions, and genocide. We will then study the atmosphere of disenchantment during the postwar period and the aesthetic shift in representations of trauma, violence, and disaffection. We will study novels, short stories, poems, films, music, and read scholarly articles to understand the sociohistorical and literary context of the war and the postwar periods in Central America.*

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS, PEAC, GBLB-Paired, CPLT

Fall 2022. Buiza.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 103. Trauma y derechos humanos en la literatura centroamericana**

*This seminar studies contemporary Central American literature and culture with a focus on theories of trauma to discuss cultural representations of human suffering, empathy, and pain.*

*The seminar explores the social disintegration and legacy of violence left by decades of civil wars, genocide, and revolution in the region, as well as theories of trauma, memory, affect, aesthetics, philosophical cynicism, and human rights. These theoretical approaches will help us reflect on the relation between literature and human rights; the sociopolitical upheavals and their cultural representations; and how cultural production engages with issues of peace and conflict in the neoliberal era. We will pay special attention to representations of social disaffection, political disillusionment, and survival in a postwar context shaped by socio-economic precarity. In addition to reading literary works by some of the main authors in the region—such as Horacio Castellanos Moya, Rodrigo Rey Rosa, and Claudia Hernández—we will analyze scholarly debates surrounding Central American literature, as well as watch films and performances that probe into the issues of ethics, historical truth, social justice, reconciliation, and the human predicament in a postwar society.*

Humanities.

2 credits.

Eligible for LALS, PEAC, GBLB-Paired, CPLT

Spring 2022. Buiza.

Spring 2024. Buiza.

Department website: <http://www.swarthmore.edu/spanish>

## **Philosophy**

Courses

### **Faculty**

**ALAN BAKER, Professor and Chair**

**PETER BAUMANN, Professor**

**GRACE LEDBETTER, Professor<sup>3</sup>**

**TAMSIN LORRAINE, Professor**

**CHARLES RAFF, Professor**

**KRISTA THOMASON, Associate Professor<sup>3</sup>**

**ROSANNA PICASCIA, Visiting Assistant Professor**  
**MERYL LUMBA, Visiting Instructor<sup>2</sup>**  
**DONNA MUCHA, Administrative Assistant**

<sup>2</sup> Spring 2022

<sup>3</sup> Absent on leave, 2021-2022

*Philosophy analyzes and comments critically on concepts that are presupposed and used 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.*

## The Academic Program

*The Philosophy Department offers several kinds of courses, all designed to engage students in philosophical practices.*

- A. *There are courses and seminars to introduce students to the major systematic works of the history of Western philosophy: works by Plato and Aristotle (Ancient Philosophy); Descartes, Hume and Kant (Modern Philosophy); Hegel and Marx (19th-Century Philosophy); Kierkegaard, Nietzsche, Sartre, Heidegger, de Beauvoir (Existentialism); Russell and Wittgenstein (Contemporary Philosophy).*
- B. *There are courses and seminars that consider arguments and conclusions in specific areas of Philosophy: Theory of Knowledge, Logic, Moral Philosophy, Metaphysics, Aesthetics, and Social and Political Philosophy.*
- C. *There are courses and seminars concerned with the conceptual foundations of various other disciplines: Philosophy of Science, Philosophy of Language, Philosophy of Law, Philosophy of the Social Sciences, Philosophy of Psychology, and Philosophy of Religion.*
- D. *There are courses and seminars on meaning, freedom, and value in various domains of contemporary life: Values and Ethics in Science and Technology, Feminist Theory, and Post- Modernism.*

*Members of the Philosophy Department emphasize the engagement of philosophy with other disciplines and recognize that philosophical inquiry is naturally related to concerns in other areas of study. They attempt to make these relations explicit, and so course and seminars are designed to be accessible to a broad range of students, not just those who intend to major in philosophy. Various courses and seminars in philosophy appear in concentrations in gender and sexuality studies, German studies, medieval studies, interpretation theory, and environmental studies.*

## Prerequisites

*Satisfactory completion of either any section of PHIL 001 Introduction to Philosophy, or PHIL 012 Logic, or any First-Year Seminar (numbered 002-010) is a prerequisite for taking any further course in philosophy. Sections of Introduction to Philosophy and First-Year Seminars are intended to present introductions to philosophical problems and techniques of analysis. There are no prerequisites for these entry-level courses. Students may not take more than one introductory level course (First-Year Seminar or Introduction to Philosophy), with one exception: students may take Logic either before or after taking any other introductory course.*

*Juniors and seniors may enter intermediate courses in philosophy without having taken an introductory level course in philosophy.*

## Course Major

*One can major in philosophy in either the Course Program or the Honors Program. Internal distribution requirements are the same for both programs. Only students who will have satisfactorily completed two philosophy courses by the end of their sophomore year will be considered for acceptance as majors. Normally, applications to complete a major in philosophy will not be accepted after the add/drop period in the fall term of a student's senior year.*

*Philosophy students changing their program from course to honors (or honors to course) must do so by the end of the add/drop period of the fall term of senior year.*

## Acceptance Criteria

*In addition to having completed two courses, majors must meet the general requirements for remaining in good standing at the College and have the ability to satisfy the department's comprehensive requirements. They must further normally have at least a B- average in all philosophy*



*courses taken at Swarthmore. For double majors, the standard is somewhat higher, and the philosophy faculty determines whether the student has the ability to complete the comprehensive requirements of two departments satisfactorily.*

## Requirements

*Students majoring in philosophy must earn a total of eight credits, exclusive of senior work and complete at least the following requirements:*

- A. One course or seminar in logic and*
- B. Two credits in history: of these 2 credits, at least 1 must be in either ancient or modern (17th and 18th century) philosophy and*
- C. Two credits in at least one course covering one or more of the following areas: Advanced Logic, Philosophy of Science, Epistemology, Metaphysics, Philosophy of Language, Philosophy of Mind and*
- D. Two credits in at least one course covering one or more of the following areas: Moral Philosophy, Social and Political Philosophy, Philosophy of Law, Feminism, Aesthetics.*

*Note: With the exception of Logic (PHIL 012) - introductory level courses and First Year Seminars (PHIL 001-010) do not count toward the distribution requirements.*

*In addition, students majoring in philosophy are urged to take courses and seminars in diverse fields of philosophy. Prospective majors should complete the logic requirements as early as possible. Course majors are encouraged to enroll in seminars. Mastery of at least one foreign language is recommended.*

## Senior Course Study work

*A student will complete a course major in philosophy by registering for a single credit of Senior Course Study in the spring term of the senior year. Senior Course Study does not count toward fulfilling the eight credit requirement for the major. Under this heading, the student will produce two independent essays, each of no more than 4,000 words, based on problems or texts considered in seminars or courses that they have already completed, and in response to questions set by the department faculty. These two independent essays must fall in two different areas of philosophy from the following list:*

- A. History of Philosophy: Ancient Philosophy; Modern Philosophy; 19th-Century Philosophy; Existentialism and Phenomenology; and Contemporary Philosophy;*
- B. Value Theory: Moral Philosophy; Social and Political Philosophy; Aesthetics; Feminist Theory; Philosophy of Law*
- C. Logic, Metaphysics, and Epistemology: Logic, Theory of Knowledge, Philosophy of Science, Philosophy of Psychology, Philosophy of Language*

*Students should inform the chair about the general areas in which they wish to write their essays by the 10th week of the fall term. The faculty of the Philosophy Department will then set questions and specify additional readings (1-3 articles or book chapters) for each area. These questions will be available to students by the end of the fall term.*

*It is expected that these essays will demonstrate initiative in engaging with problems and texts and that they will develop lines of argumentation beyond what is normally expected of course or seminar papers. Conversation among students who are preparing these essays is encouraged, but each student must produce an independent, original essay. After completing these essays, each course major will be examined orally on both essays by two members of the department.*

## Course Minor

*Students may complete a minor in philosophy by earning any 5 credits in philosophy courses. There is no distribution requirement for the minor.*

## Honors Major

### Acceptance Criteria

*Students undertaking to pursue honors in philosophy should have B+ grades in philosophy courses and a B+ average overall. The opinions of the philosophy faculty concerning the philosophical ability of students weigh heavily in borderline cases.*

*Only students who have already completed two philosophy courses will be considered for admission to the Honors Program.*

*Philosophy students changing their program from honors to course (or course to honors) must do so by the end of the add/drop period of the fall term of senior year.*

## Preparations

*Students will normally prepare for external examination in a given field in philosophy by completing a double-credit seminar at Swarthmore. With the approval of the department, it is possible to combine one-credit courses or attachments, taken either at Swarthmore or elsewhere, to form a preparation. With the approval of the department, a double-credit thesis may be counted as one preparation and submitted to an examiner.*

## Requirements

*Honors majors will register for one-credit of Seniors Honors Study in philosophy during the spring term of their senior year. Senior Honors Study does not count toward fulfilling the eight credit requirement for the major. External examiners will set questions and specify additional readings (3-4 articles or book chapters) for each preparation that is to be examined. These questions will be available to students by the end of the fall term. Honors majors will choose one question for each preparation.*

## Senior Honors Study

*Honors majors will then produce for each preparation an independent essay of no more than 4,000 words in response to the question they have chosen.*

*It is expected that these essays will demonstrate initiative in engaging with problems and texts and that they will develop lines of argumentation beyond what is normally expected of papers produced for seminar discussion. The preparation of the essays will not be supervised by members of the faculty. Conversation among students who are preparing these essays is encouraged, but each student must produce an independent, original essay. The essays must be submitted to the department to be sent to the external examiners by the beginning of the written examination period. There will be no further written examination of preparations beyond these independent essays. An examiner will conduct a 60 minute oral examination for each preparation on both the independent essay and the materials considered in the preparation (typically all the materials listed on the syllabus for the related seminar).*

## Honors Minor

### Requirements

*Honors minors must complete six credits of work in philosophy. Minors in philosophy will register for 0.5 credit of Senior Honor Study in the spring term of their senior year. Senior Honors Study does not count toward satisfying the six credit requirement for the minor.*

### Senior Honors Study

*Students will prepare one independent, original essay of no more than 4,000 words in response to a question set by an external examiner (as above with majors). An external examiner will conduct a 60 minute oral examination on both the independent essay and the materials considered in the preparation (typically all the materials listed on the syllabus for the related seminar).*

## Application Process Notes for the Major or the Minor

*Follow the process described by the Dean's Office and the Registrar's Office for how to apply for a major. Submit application, with transcript, plan of study, and if applicable, honors application.*

*Transfer students will be deferred until they have obtained at least 1 philosophy credit from Swarthmore.*

*Students who are deferred may apply again after addressing the reason(s) for being deferred.*

## Off-Campus Study

*With prior approval from the Chair, a student may take philosophy courses abroad for a semester or year and have them count both toward a major and as part of an Honors Program. Courses abroad do not, however, always fit neatly into a philosophy major and are not always suitable for full course credit. Full consultation with the Chair about study abroad is essential for constructing a viable program.*

## Deadlines

*Students wishing to add a major or minor in Philosophy must do so by the end of the add/drop period of the fall term of the senior year.*

*Philosophy students changing their program from course to honors (or honors to course) must do so by the end of the add/drop period of the fall term of the senior year.*

*Philosophy honors students must declare their honors preparations by the end of the add/drop period of the fall term of senior year.*

*Philosophy students wishing to drop an honors major or minor must do so by the end of the add/drop period of the fall term of the senior year.*

*Philosophy students wishing to drop a course major or minor after the add/drop period of the fall term of the senior year should speak to the chair of the department.*

## Philosophy Courses

### **PHIL 001A. Introduction to Philosophy: Knowledge and Agency**

*What ought I to do? What are the demands of morality? What is their basis (if there is one)? Can values conflict and if yes, what can we do about that? What is freedom of the will and do we enjoy it? What can we know? Nothing? What is knowledge anyway? How can we understand consciousness? Can some machines think? Can the mind be outside the head? How can we or anything remain the same through change? Is there a self? Why is there something rather than nothing? Is death bad? Can life be meaningful or is it absurd? These are fundamental philosophical questions. We will deal with them by reading and discussing some classical but mostly contemporary philosophical texts.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Baumann.*

*Spring 2023. Baumann.*

*Fall 2023. Baumann.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001C. Introduction to Philosophy: Truth and Desire**

*How can or should we distinguish what is true about life from what we want from life? How can or should the pursuit of truth relate to our passions, our self-interests, the machinations of social power, and our highest aspirations as human beings? How do unquestioned assumptions inform what we perceive, believe, and desire, and how might investigating these assumptions shift or affirm our perspectives and instigate new approaches, or give fresh impetus to current approaches, to the problems we face? In this course we will take a chronological look at the distinct world-views of philosophers like Plato, Descartes, and Nietzsche, and then look at the perspectives of some contemporary theorists, in order to ask ourselves questions about when and how we know something to be true, what it is that we desire and why, and how revealing the assumptions we take for granted might affect our perceptions of both.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001D. Introduction to Philosophy: Knowledge and the World**

*"Men fear thought as they fear nothing else on earth—more than ruin, more than even death." Bertrand Russell believed that education's primary goal should be to instill in students not only the ability to seek knowledge, but also the desire for it, the joy of it, and the appreciation of its power. For Russell, this was also an essential component of philosophy. In this course, we will investigate the quest for knowledge itself: what are we looking for and how should we be looking for it? We will read some of the canonical answers to these questions as well as some answers that are*

*not so canonical. We will ask what knowledge is, what kinds of knowledge we can have, and what it is exactly that we can know.*  
*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2022. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001F. Introduction to Philosophy: Classical and Contemporary Problems**

*Classical and current readings by Plato, Aristotle, Aquinas, Descartes, Kant, Mill, Russell, Lewis '62 introduce the traditions of Western Philosophy. Topics may include: God and Evil, Knowledge and Belief, Life and Mind, Morality and Interests, Taste and Aesthetic Judgment, Personal and Bodily Identity.*

*Humanities*

*1 credit.*

*Fall 2021. Raff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001G. Introduction to Philosophy: Rationality and Religious Belief**

*Does God exist? Is human nature good? How do we make sense of all the terrible suffering in the world? Is the "self" an illusion? Can there be reasonable religious disagreement? This course provides a cross-cultural introduction to some of the central questions and arguments in the philosophy of religion, spanning both western and non-western traditions, theistic and non-theistic traditions.*

*Students will have the opportunity to reexamine their own views and assumptions about religion in dialogue with great thinkers from diverse cultural and historical backgrounds.*

*Humanities.*

*1 credit.*

*Fall 2021. Picascia.*

*Spring 2023. Picascia.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001H. Introduction to Philosophy: Personal Identity and the Self**

*This course examines a wide range of interrelated questions surrounding our sense of self and personal identity through time. In particular, it centers on the following questions: What is the nature of the self? Is the self an illusion? What does it take for me to persist through time? Can I survive my bodily death? What are the practical and moral implications of our conception of personal identity? In addressing these questions, this course aims to cross borders between philosophical traditions coming from different parts of the world, different time periods, and different disciplinary affiliations. Students will have the opportunity to foster new ways of thinking about perennial philosophical puzzles in dialogue with greater thinkers from diverse cultural and historical backgrounds.*

*Humanities.*

*1 credit.*

*Fall 2022. Picascia.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 001J. Introduction to Philosophy: Self, Community, and Justice**

What does it mean to exist as a "self" within the context of the world, history, and community? How is the "self" shaped by a

community? Why do some social practices cause oppression? How do we build a conceptual framework to make sense of the various facets of oppression? Do we owe a duty to one another? What are the foundations of justice? This course is a survey of some of the most central issues in moral and social philosophy. The first half of the course addresses foundations in ethical theory as well as the epistemic dimensions of oppression. In the remainder of the course, we will investigate moral issues pertaining to community and justice, with a focus on topics such as gender, race, sexuality, and more. The goals of this course are to help you develop your own ethically justified and defensible views on these topics and gain an understanding of our broader socio-political situatedness.

*Humanities.*

*1 credit.*

*Spring 2022. Lumba.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 003. First-Year Seminar: The Meaning of Life**

*What is the meaning of life? Isn't this question too big for us? Do we even understand the question? This course will engage critically with several philosophical attempts to make sense of this fundamental question; we will discuss different answers to it. More specifically, we will deal with questions like the following: Can life have a meaning only if there is a God? Isn't life just absurd? Is there anything that really matters? Is death a problem for the attempt to lead a meaningful life? (and wouldn't immortality be a good alternative?) What is the role of purpose, purposes and plans in our lives? Is a meaningful life a happy life? What role do values and goals play in a meaningful life? And, finally: What is a good life?*

*Humanities.*

*Writing course.*

*1 credit.*

*Spring 2022. Baumann.*

*Fall 2022. Baumann.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 005. First-Year Seminar: Human Nature**

*Who are we? Who are we becoming? Who could we become? Are we masters of the universe, coparticipants in a larger whole, or instigators of an out-of-control path to destruction? We will read classic conceptions of human nature drawn from philosophers like Plato, Descartes, Rousseau, Kant, and Nietzsche, as well as contemporary theorists, to consider the implications high-tech living and advances in scientific research might hold for how we reconceive ourselves and our future.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Lorraine.*

*Fall 2022. Lorraine.*

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 006. First-Year Seminar: Life, Mind, and Consciousness**

*Ancient Greek philosophical approaches to the nature and value of life; modern philosophical problems that arise with 17th Century science of mind and body; and Contemporary philosophical issues that center on consciousness introduce the literature of Western philosophy of mind in the format of weekly seminars.*

Humanities.

Writing course.

1 credit.

Spring 2023. Raff.

Fall 2023. Raff.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 010. First-Year Seminar: Questions of Inquiry**

*A chronological introduction to perennial philosophical problems through readings that center on inquiry in the theories and practices of Socrates, Plato, Aristotle, Aquinas, Descartes, Kant, Mill, Lewis '62, and Kripke, among others. Problems include philosophical questions that arise in science, morality, religion and in philosophy itself. Weekly writing assignments advance the skills of reading philosophical literature.*

Humanities.

Writing course.

1 credit.

Spring 2022. Raff.

Fall 2022. Raff.

Fall 2023. Raff.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 011. Moral Philosophy**

*'What should I do?' This question is as old as philosophy itself. Just as it is one of the oldest and most complex philosophical puzzles, it also frequently occupies the minds of individuals in their day-to-day lives. In this course, we will focus on both ways of approaching this question. From the philosophical direction, we will discuss the ways in which philosophers have attempted to understand and describe our moral beliefs and commitments. From the practical direction, we will ask ourselves what it means to ascribe to these moral theories and how we might be able to actually live them.*

*PEAC eligible only when taught by PHIL instructor K. Thomason. Eligible with arranged assignment and by obtaining instructor and program coordinator written approval before drop/add period ends.*

*Prerequisite: First- and second-year students must complete one course in PHIL 001 -PHIL 010, or PHIL 012A, before enrolling in this course.*

Humanities.

1 credit.

Eligible for PEAC only when taught by PHIL instructor K. Thomason.

Spring 2024. Thomason.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **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.*

*Logic is required for all philosophy majors.*

Humanities.

1 credit.

Eligible for COGS

Fall 2022. Staff.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

## **PHIL 012A. 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 different areas of philosophy, including metaphysics, epistemology, and ethics, will also be examined.*

*Recommended for students with a strong mathematics or computer science background, and for non-freshmen who have taken no prior philosophy courses.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Baker.*

*Fall 2023. Baker.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 012B. Logic**

*An introduction to the principles of deductive logic with equal emphasis on the syntactic and semantic aspects of logical systems. This course will cover the same amount of formal logic as PHIL 012A, but with less additional philosophical material, so that more time can be devoted to mastering the technical and formal apparatus.*

*Prerequisite: Recommended for students who are intending to major or minor in Philosophy, and for non-freshmen who have taken at least one prior Philosophy course. Required of all philosophy majors, unless they have taken PHIL 012A previously.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Baker.*

*Fall 2023. Baker.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 013. Modern Philosophy**

*Philosophical topics in metaphysics, epistemology, and moral theory selected from masterpieces of 17th and 18th-century authors Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Reid, and Kant.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Spring 2023. Raff.*

*Spring 2024. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 015. Special Topics: Kant: Critique of Pure Reason**

*Immanuel Kant's Critique of Pure Reason is not only a philosophical classic but also still frames current debates in metaphysics and epistemology. This course is dedicated to a close reading of core parts of the Critique. Main topics include: Kant's defense of substantial a priori knowledge, his theories of space and time, his doctrine of the categories and a corresponding view of the world, his view that human knowledge is limited in basic ways, his doctrine of transcendental idealism, and his approach to traditional problems of metaphysics.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities*

*1 credit.*

*Spring 2022. Baumann.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 016. Philosophy of Religion**

*(Cross-listed as RELG 015B)*

*Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right and wrong? You might think of philosophy of religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and interreligious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, INTP*

*Spring 2022. Wallace.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 018. Philosophy of Science**

*See PHIL 119*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Spring 2022. Baker.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 020. Plato and His Modern Readers**

*(Cross-listed as CLAS 020)*

*Plato's dialogues are complex works that require literary as well as philosophical analysis. While our primary aim will be to develop interpretations of the dialogues themselves, we will also view Plato through the lens of various modern and postmodern interpreters (e.g., Nietzsche, Heidegger, Derrida, Jung, Foucault, Irigaray, Rorty, Lacan, Nussbaum, Vlastos)*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CLST, INTP*

*Spring 2023. Ledbetter.*

*Fall 2023. Ledbetter.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 021. Social and Political Philosophy**

*In this seminar, we will examine in-depth philosophical approaches to the theory and practice of law. We begin with the classical theoretical questions. We cover the foundations of law as explained through legal positivism, natural law, and critical legal theory. We examine the roles of lawmakers, citizens, and judges. We then move to questions with a more practical dimension. We discuss the foundation for criminal law and punishment as well as issues of racism and sexism in law. Other topics include individual rights, paternalism, policing, privacy, and technology. The focus of this course is to explore the relationship between the individual and the state. We will examine three different conceptions of individuals and the three different theories of the state to which they give rise: political realism, political liberalism, and critical political theory. First we examine the historical foundations of these three theories. Then we will read contemporary work on particular issues in order to draw out the implications of the three frameworks. We will see how each framework deals with questions about censorship, personal liberty, civil disobedience, and national security.*

*PEAC eligible with the approval of the instructor.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*



Eligible for GLBL-core  
Spring 2023. TBD.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 023. Metaphysics**

*God, Freedom, and Immortality introduce the traditional metaphysical problems that raise specific issues about causation, necessity, and personal identity, as well as some more general, no less challenging problems of reality and its categories. Fortunately, we are aided by burgeoning current work on all these issues as well as by classical and early modern sources.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 024. Theory of Knowledge**

*This course selects key texts in the theory of knowledge by epistemologists such as Socrates, Plato, Sextus Empiricus, Hume, Moore, and Wittgenstein on topics that include the nature and extent of human knowledge, disagreement, faith, and self-knowledge, among others.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for COGS*

*Fall 2023. Raff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 029. Philosophy of Nature**

*(Cross-listed as ENVS 048)*

*The question of how we conceive of nature and our relationship to it is one that has become increasingly pressing as we deal with environmental issues that are rapidly reaching a critical point. There has been a resurgence of interest in views like process philosophy—a view that suggests that unless we take interconnected becoming into account we cannot explain the novelty of life; panpsychism—a view that suggests that consciousness may be a fundamental component of the universe rather than an emergent effect of brains; biosemiotics—a view that suggests that even at the level of cells and unicellular organisms life operates through meaning-making rather than merely as mechanisms; and “new” materialism—a view that suggests that even matter instead of being viewed as inert could be conceived as having a kind of agency of its own. These views, among others, in updated forms that take up again questions silenced at earlier points in time in new contexts—along with cross-cultural views that have never succumbed to the Western binaries of nature/culture, human/animal, and self/other—in light of the radical challenges facing us, are rich resources for rethinking our relationship to nature in ways that could foster the kind of shifts in self-understanding and investment in our relations to others and our surroundings that we need to survive.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Spring 2022. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 030. Buddhist Philosophy**

*This course explores some of the central arguments and debates in Indian Buddhist philosophy from the second to the eleventh centuries. Topics include the problem of human suffering, the existence of the self and the external world, the nature and source of mental content, epistemological skepticism, moral responsibility, and the problem of other minds. Students will have the opportunity to reconstruct and critically analyze the arguments of Buddhist philosophers in their historical contexts, as well as ask what we can learn from them today.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

Eligible for ASIA.  
Fall 2022. Picascia.  
Fall 2023. Picascia.  
Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **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 012A or PHIL 012B

Humanities.

1 credit.

Eligible for COGS

Spring 2024. Baker.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 035. Environmental Ethics**

*Environmental ethics deals with normative moral and political questions and issues concerning the environment. Here are some questions we will examine. Who counts in environmental ethics: only humans, all animals, plants, too, or all forms of life, even ecosystems? Should species, natural habitats, or wilderness be preserved for their own sake? What ethical questions does climate change raise and how could and should we answer them? How should we think about our relation to nature and our use of technology in general?*

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Eligible for ENVS, ESCH, GBLB-core

Fall 2022. Thomason.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 037. Contemporary Political Philosophy**

*(Cross-listed as POLS 037)*

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Fall 2022. Thakker.

Fall 2023. Thakker.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 038. Origins of Indic Thought**

*Cross-listed as CLST 28*

*Origins of Indic Thought is designed to give students a foundation in various major philosophical schools that have emerged in the Indian subcontinent by studying their origin stories. These schools include Buddhism, Jainism, Sāṅkhya, Yoga, Nyāya-Vaiśeṣika, Vedānta, and Sikhism. Students will learn the fundamental arguments that each school makes and understand the ongoing conversation between the various schools about the nature of and relationship between the Self, the World, and God.*

Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.

Humanities.

1 credit.

Eligible for ASIA.

Fall 2023. Khanna.

Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **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.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GBLB-Paired*

*Fall 2022. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 040. Semantics**

*(Cross-listed as LING 040)*

*Note: This is not a writing course for PHIL.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 041. Peace and Political Philosophy**

*(Cross-listed as PEAC 41)*

*How might we establish a peaceful world? What is the relationship between peace, justice, and individual rights? Can war ever be justified and, if so, under what circumstances? How can societies that have experienced violent conflict transition into peace? This course examines these questions from the perspective of political philosophy. We will ask what a peaceful world might look like and what would be required to bring it about.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities*

*1 credit.*

*Eligible for PEAC.*

*Fall 2023. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 042. Descartes in Contemporary Philosophy**

*Responses to Descartes' early modern philosophical innovations include basic contemporary work in philosophy of mind, epistemology, philosophy of religion, and metaphysics. Readings from Frege, Russell, Moore, Husserl, Ryle, Wittgenstein, Kripke, Plantinga, Stroud and others.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Fall 2021. Raff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 044. Epistemology without Borders**

*The guiding question of this course is: What should we believe? In thinking about this question, we will look at some of the major debates in both Western epistemology and classical Indian epistemology on the nature of knowledge, doubt and skepticism, and the significance of disagreement. Some of the sub-questions we will address are as follows: What are the sources of knowledge? What do we have reason to doubt? How do we acquire knowledge from what other people tell us? How, if at all, should we adjust previously-held beliefs upon learning that others disagree with us?*

*Students will be encouraged to think creatively about their own answers to the central questions in the theory of knowledge, while appreciating the influential answers coming from a diversity of voices and perspectives in the history of philosophy.*

*Prerequisite: First- and second-year students must complete one course in PHIL 001-PHIL 010, or PHIL 012A, before enrolling in this course.*

*Humanities.*

*1 credit.*

*Fall 2021. Picascia.*

*Spring 2023. Picascia.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 049. Marx, Nietzsche, and Freud**

*This course will examine the work of three 19th century "philosophers of suspicion" who instigated modern exploration into what conditions our reality, thus raising questions about how the embodied, human subject emerges out of and experiences a social reality that informs the subject in specific ways. Their investigations into one's understanding of reality as impacted by class position (Marx), one's understanding of truth as the effect of will-to-power (Nietzsche), 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.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for INTP, GMST*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 051. Human Rights and Atrocities**

*Are there such things as human rights? If so, where do they come from and how are they best conceived? What should we do when they are violated? This course examines the theoretical underpinnings of human rights. To try to understand and answer these questions, we will read traditional philosophical arguments and accounts of human rights in addition to philosophical examinations of atrocities like genocide. We will then use the philosophical works to examine specific historical examples of human rights violations such as genocide, war rape, and apartheid.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for PEAC, GBLB-Core*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 052. Bioethics**

*Advances in medicine and biological research have no doubt contributed both to the body of human knowledge and to the advances of modern life. But these great strides are accompanied by serious ethical questions and those questions are the topic of this course. We will approach issues in bioethics from two perspectives. First, we will grapple with the ethical issues themselves, such as the use of human subjects in experimentation, physician-assisted suicide, and the rights of reproduction (among many others). Second, we will examine these issues at the level of policy: what can doctors, patients, researchers, and lawmakers actually do about any of these issues and how do we go about making those hard choices?*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for ESCH*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 069. Phenomenology-Then and Now**

*In this course we will look at classic figures in phenomenology like Husserl, Heidegger, and Merleau-Ponty, along with contemporary theorists, in order to investigate the kind of light descriptions of the lived experience of specifically human bodies in all their variations might shed on questions we face in the 21st century about what it means to be human (as opposed to, say, non-human life or artificial intelligence), embodied cognition, interdependent living and environmental change.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for INTP*

*Fall 2021. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 079. Poststructuralism**

*This course will examine poststructuralist thinkers such as Foucault, Derrida, and Deleuze in light of contemporary questions about identity, embodiment, the relationship between self and other, and ethics.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 086. Philosophy of Mind**

*Main issues in current philosophical theories of mind and consciousness include varieties of Dualism (Chalmers, Jackson), Behaviorism (Ryle), Identity theories (Smart, Block), Functionalism (Putnam, Dennett), Theories of Representation (Harman '60, Rosenthal), and others.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Eligible for COGS*

*Fall 2022. Raff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 089. Philosophy and Speculative Fiction**

*In a world where technology and our relations to our surroundings are rapidly changing, time itself can appear to be speeding up. Especially when events appear to be spinning out of our control, this can be disconcerting. In this course, we will consider different conceptions of time and the human along with their implications for how we experience our world, the parameters of reality, our mental health, and the future of the human race. We will read and watch classics in speculative fiction (taken in its broad sense as including, for example, science fiction, fantasy, and superhero fiction--although probably no horror fiction--in various forms including text and film) as well as more recent work alongside an exploration of philosophical texts on time, reality, consciousness, embodiment, what makes us human, and how we can adapt to swiftly changing circumstances in order to stretch our minds about what is and what could be for humanity in a time of change.*

*Prerequisite: First- and second-year students must complete one introductory level PHIL course before enrolling in this course.*

*Humanities.*

*1 credit.*

*Spring 2023. Lorraine.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **PHIL 093. Directed Reading**

*Requires approval of a department faculty member sponsor.*

*Humanities.*

*0.5 - 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 096. Senior Course Thesis**

*Requires approval of a department faculty member sponsor and the department.*

*Humanities.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 099. Senior Course Study**

*Required for all philosophy course majors.*

*Humanities.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **Seminars**

### **PHIL 101. Moral Philosophy**

*This seminar focuses on one of the age-old questions in philosophy: what is the right thing to do? We start with an in-depth look at some of the major historical figures in moral philosophy: Aristotle, Kant, Hume, and Mill. We then introduce critiques and alternatives to these major theories (from feminist ethics) and critiques of moral philosophy as a whole (from Nietzsche). We then move into contemporary discussions of responsibility, practical reason, moral emotions, and moral skepticism.*

*Humanities.*

*2 credits.*

*Spring 2023. Thomason.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 102. Ancient Philosophy**

*For the Greeks and Romans, philosophy was a way of life and not merely an academic discipline. With this perspective in mind, we will examine topics in ethics, metaphysics, aesthetics, epistemology, and theology through close readings of Plato's Republic and Aristotle's Nichomachean Ethics. We will also look more briefly at the thought of the Presocratics and the Stoics.*

*Humanities.*

*2 credits.*

*Eligible for CLST*

*Fall 2022. Ledbetter.*

Catalog chapter: Philosophy  
Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 103. Selected Modern Philosophers**

*One or more philosophers or philosophical works of the 17<sup>th</sup> and 18<sup>th</sup> Centuries selected for systematic treatment. Most recently: Descartes's Meditations selected for systematic exploration of Descartes's seminal contributions to modern and contemporary epistemology, philosophy of mind, and philosophical theology. Additional readings from early modern and commentary commentators and critics, including Kant, Brentano, Russell, Ryle, Wittgenstein, among others.*

Humanities.

2 credits.

Spring 2022. Raff.

Spring 2024. Raff.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 104. Topics in Metaphysics**

*Traditional metaphysical issues about God, Freedom, and Immortality raise specific issues about, among others, causation, modality, and personal identity, as well as some more general, no less challenging problems of ontology and its categories. The metaphysicians include Parmenides and Heraclitus (change), Plato and Aristotle (reality), Anselm and Aquinas (God), Descartes and Locke (selves), and our contemporaries Kripke and Lewis '62 (modality), Jon Shaffer and Karen Bennett (ontology).*

Humanities.

2 credits.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 113. Topics in Epistemology**

*What is knowledge? Can we have it? If not, why not? If yes, how? What does it mean to have evidence, justification or reasons for ones beliefs? How rational or irrational are we? Can we have a priori, "armchair" knowledge? Is cognition essentially social? We will discuss classic and contemporary answers to such questions.*

Humanities.

2 credits.

Eligible for COGS

Fall 2022. Baumann.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 116. Language and Meaning**

*(Cross-listed as LING 116 )*

*Language is an excellent tool for expressing and communicating thoughts. You can let your friend know that there will probably be fewer than 25 trains from Elwyn to Gladstone next Wednesday - but could you do this without using language (have you tried?)? Even more interesting is the question how you can do this using language. How can the sounds I produce or the marks that I leave on this sheet of paper be about the dog outside chasing the squirrel? How can words refer to things and how can sentences be true or false? Where does meaning come from?*

*Philosophy has dealt with such questions for a long time but it was only a bit more than 100 years ago that these questions have taken center stage in philosophy. We will read and discuss such more recent authors, starting with the „classics" Frege, Russell and Wittgenstein and leading up to authors like Austin, Carnap, Grice, Kripke, Putnam, Quine and Strawson.*

Humanities.

2 credits.

Eligible for COGS

Fall 2021. Baumann.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **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.

Humanities.

2 credits.

Eligible for COGS

Spring 2022. Baker.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **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.

Humanities.

2 credits.

Spring 2024. Baker.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 135. Topics in Indian Philosophy**

In this seminar, we will engage with some of the great debates in Indian philosophy. We will situate these debates in their historical contexts and inquire into what we can learn from them today. Topics include the sources of knowledge, the nature of persons and consciousness, the metaphysics of momentariness, the nature and meaning of language, and moral motivation.

Humanities.

2 credits.

Eligible for ASIA.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **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, Irigaray, and Deleuze to place contemporary themes of poststructuralist thought in the context of the phenomenological and existential tradition out of which they emerge.

Humanities.

2 credits.

Eligible for INTP, GMST

Spring 2023. Lorraine.

Fall 2023. Lorraine.

Catalog chapter: Philosophy

Department website: <http://www.swarthmore.edu/philosophy>

### **PHIL 155. Philosophy of Law**

In this seminar, we will examine in-depth philosophical approaches to the theory and practice of law. We begin with the classical theoretical questions. We cover the foundations of law as explained through legal positivism, natural law, and critical legal theory. We examine the roles of lawmakers, citizens, and judges. We then move to questions with a more practical dimension. We discuss the foundation for criminal law and punishment as well as issues of racism and sexism in law. Other topics include individual rights, paternalism, policing, privacy, and technology

Humanities.

2 credits.

Fall 2023. Thomason.



*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 180. Senior Honors Thesis**

*A thesis may be submitted by majors in the department in place of one honors paper, on application by the student and at the discretion of the department.*

*Requires a department faculty member sponsor*

*2 credits.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

### **PHIL 199. Senior Honors Study**

*Required of all philosophy honors students.*

*1 credit majors; 0.5 credit minors.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Philosophy*

*Department website: <http://www.swarthmore.edu/philosophy>*

## **Physical Education and Athletics**

*Courses*

### **Faculty**

**BRAD KOCH, Marian Ware Director of Athletics, Physical Education, and Recreation**

**VALERIE GÓMEZ, Associate Director of Athletics/Senior Woman Administrator**

**TOBIN ADAMS, Assistant Director of Athletics for Internal Operations**

**MAXWELL MILLER, Assistant Athletic Director for Recreation, Wellness, & Physical Education**

**KAREN BORBEE, Head Coach/Professor**

**JASON BOX, Head Coach/Instructor**

**TODD ANCKAITIS, Head Coach/Instructor**

**PETER CARROLL, Head Coach/Instructor**

**HARLEIGH CHWASTYK, Head Coach/Instructor**

**KARIN COLBY, Head Coach/Instructor**

**MELISSA FINLEY, Head Coach/Instructor**

**DAWN GRANT, Interim Head Coach/Instructor**

**PAT GRESS, Head Coach/Instructor**

**HANNAH R. HARRIS, Head Coach/Instructor**

**LANDRY KOSMALSKI, Head Coach/Instructor**

**JEREMY LOOMIS, Head Coach/Instructor**

**MATTHEW MIDKIFF, Head Coach/Instructor**

**ERIC WAGNER, Head Coach/Instructor**

**JIM HELLER, Head Coach (part time)**

**STEPHIE BERMAN, Administrative Coordinator**

*The aim of the Department of Athletics, Physical Education, and Recreation is to contribute to the total education of all students through the medium of physical activity. We believe this contribution can best be achieved through encouraging participation in a broad program of individual and team sports, aquatics, physical fitness, and wellness. The program provides an opportunity for instruction and experience in a variety of activities on all levels. It is our hope that participation in this program will foster an understanding of movement and the pleasure of exercise and will enhance, by practice, qualities of good sportsmanship, leadership, and cooperation in team play. Students are also encouraged to develop skill and interest in a variety of activities that can be enjoyed after graduation.*

*The Intercollegiate Athletics Program is comprehensive, including varsity with teams in 22 different sports: 10 for men and 12 for women.*

*Ample opportunities exist for large numbers of students to engage in intercollegiate competition, and those who qualify may be encouraged to participate in regional and national championship contests. Several club teams in various sports are also organized, and a program of intramural activities is sponsored.*

## Requirements and Recommendations

### **The Physical Education (PE) Requirement:**

*Students are encouraged to enjoy the instructional and recreational opportunities offered by the department throughout their college careers. As a requirement for graduation, all nonveteran students, not excused for medical reasons, are required to complete 4 units of physical education by the end of their sophomore year. In addition, all students must pass a survival swim test or complete one-quarter of aquatics instruction. The course schedule for physical education can be found at this webpage through the Registrar's Office.*

*Click here for the registrar's guide to the PE requirement*

*For information regarding the Physical Education program, please contact:*

*Max Miller*

*Assistant Athletic Director for Recreation, Wellness, & Physical Education*

*Office: (610) 690-6845*

*Email: mmiller5@swarthmore.edu*

### **Physical Education (PHED or PE) courses:**

*The department offers a broad curriculum in physical education. The course offerings include sport classes, fitness and recreational activities, swimming and life skill programs. A detailed course description of the PE classes can be found here.*

### **PE Dance courses:**

*The Dance Program offers a wide variety of technique courses in African, Ballet, Contact Improvisation, Flamenco, Kathak, Modern, Taiko, and Tap. Dance classes may be used for academic or PE credit, but not both. Classes are awarded PE credit on a semester basis.*

### **Intercollegiate Athletics:**

*The Intercollegiate Athletics Program is comprehensive, including varsity with teams in 22 different sports: 10 for men and 12 for women. Members of Swarthmore College intercollegiate athletic teams are eligible to earn 2 PE units per traditional season of competition as awarded by the Head Coach. PE credit is awarded after the completion of the traditional season. No PE credit is awarded for non-traditional seasons, ie. spring soccer. Click here for the intercollegiate athletics teams.*

### **Club Sports:**

*Swarthmore offers many opportunities for students to participate in a variety of sports at a competitive level through club sports. A club sport is a chartered student organization that is run by students who have a common interest in a particular activity for competitive, recreational, or instructional purposes. Team captains/club sport leaders are responsible for articulating guidelines and requirements as detailed in the club sports handbook, including petitioning for PE credit. Click here for Club Sports Handbook. All inquiries about the Club Sports Program should be directed to Max Miller, Assistant Athletic Director for Recreation, Wellness, & Physical Education. There will be no retroactive PE credit given for club sport participation. Seven groups currently maintain club sport status:*

-  *Men's Badminton*
-  *Men's/Women's Fencing*
-  *Men's/Women's Rugby*
-  *Men's/Women's Ultimate Frisbee*

### **Student Activity Groups (SAG):**

*A student activity group is a student-run organization supported by Student Government Organization and the Dean's Office. Student activity*

group leaders are responsible for articulating guidelines and requirements, as directed by the Assistant Athletic Director for Recreation, Wellness, & Physical Education, to certify the group's eligibility for PE credit. All inquiries about student activity groups and PE credit should be directed to the Assistant Athletic Director for Recreation, Wellness, & Physical Education. There will be no retroactive PE credit given for student activity group participation. The following chartered student activity groups are eligible for PE credit in an academic year:

- Capoeira
- Coed Outdoor Volleyball
- Folk Dance
- Men's Soccer
- Squash
- Swing Dance
- Tango
- Wing Chun Self-Defense Club

**Registration:**

Physical Education (PHED) courses are in the Course Schedule (under "P" for Physical Education) and PE Dance are in the Course Schedule (under "D" for Dance). You register for these like any other course. Note that the add/drop period for PHED courses is only the FIRST week of the semester.

**Attendance:**

Each student is expected to regularly attend and actively participate in class as well as keep the instructor informed in matters related to attendance. Each student is expected to wear proper attire when participating in physical education classes, including, but not limited to the following: sneakers, socks, and proper athletic attire.

**Grading:**

"1" = 1 PE unit is awarded for a quarter course completed satisfactorily.

"2" = 2 PE units are awarded for semester course completed satisfactorily.

"0" = no PE units awarded; the student has exceeded maximum allowed absences.

**Modification to the PE Requirement:**

To request a modification of the PE requirement students should contact the Office of Student Disability Services ([studentdisabilityservices@swarthmore.edu](mailto:studentdisabilityservices@swarthmore.edu)) and submit the required documentation as early as possible. Assistance in choosing appropriate courses is available and in cases where appropriate activities are not available in the curriculum, a modified program may be arranged individually through the PE Coordinator.

**Independent Study**

Independent study for physical education is not permitted.

## Physical Education and Athletics Courses

### Fall

- Advanced Weight Lifting
- Aerobic Fusion Fitness
- Bowling
- Cardio Tennis
- Core Ball Training
- Fitness Training
- Swimming for Beginners
- Swimming for Fitness
- Swimming for Intermediates
- Table Tennis
- Tennis
- Intermediate Tennis
- Volleyball
- Walk, Jog, Run
- Wellness Seminar

## Spring

- *Advanced Weight Training*
- *Aerobic Fusion Fitness*
- *Badminton*
- *Bowling*
- *Core Ball Training*
- *Fitness Training*
- *Pilates*
- *Swimming for Beginners*
- *Swimming for Fitness*
- *Swimming for Intermediates*
- *Tennis*
- *Walk, Jog, Run*
- *Wellness Seminar*
- *Yoga*

## PE Dance Courses

*These courses are offered through the Dance Department. See the Music and Dance: 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*

## Physics and Astronomy

### Faculty

**MICHAEL R. BROWN, Morris L. Clothier Professor of Physics<sup>3</sup>**  
**DAVID H. COHEN, Professor of Astronomy<sup>3</sup>**  
**CATHERINE H. CROUCH, Professor of Physics, and Chair**  
**AMY LISA GRAVES, Walter Kemp Professor of Physics in the Natural Sciences**  
**ERIC L. N. JENSEN, Professor of Astronomy**  
**TRISTAN SMITH, Associate Professor of Physics**  
**CACEY STEVENS BESTER, Assistant Professor of Physics**  
**HILLARY L. SMITH, Assistant Professor of Physics<sup>3</sup>**  
**BENJAMIN D. GELLER, Assistant Professor of Physics**  
**STEPHEN HACKLER, Visiting Assistant Professor of Physics**  
**NATALIA LEWANDOWSKA, Visiting Assistant Professor of Physics**  
**JESUS RIVERA, Visiting Assistant Professor of Astronomy**  
**MARY ANN KLASSEN, Senior Laboratory Lecturer**  
**KRISTEN RECINE, Laboratory Lecturer**  
**PAUL JACOBS, Instrumentation Technician**  
**STEVEN PALMER, Machine Shop Supervisor**  
**CAROLYN WARFEL, Administrative Coordinator**

<sup>1</sup> Absent on leave, fall 2021

<sup>2</sup> Absent on leave, spring 2022

<sup>3</sup> Absent on leave, 2021-2022

*The Physics and Astronomy Department teaches the concepts and methods that lead to an understanding of the fundamental laws governing the physical universe.*

*Emphasis is placed on quantitative, analytical reasoning, as distinct from the mere acquisition of facts. Particular importance is also attached to laboratory work because physics and astronomy are experimental and observational sciences.*

*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 plasma physics, liquid crystals, materials physics, granular media, and observational and theoretical astrophysics and cosmology.*

*The department operates the Peter van de Kamp Observatory for student and faculty research, plus several small telescopes for instructional use. The observatory is equipped with a 61-cm reflecting telescope, a high-resolution spectrograph, and a CCD camera for imaging and photometry. A monthly visitors' night at the observatory is announced on the department website.*

*Additional information is available at <https://www.swarthmore.edu/physics-astronomy>.*

### The Academic Program

*In order to receive a degree from Swarthmore as a physics, astrophysics, or astronomy major, a student must have taken and satisfactorily passed one of the programs described below. In the Physics and Astronomy Department, the seminar is the standard format for most junior and senior level work. All prospective majors and minors in the department should realize this when planning programs. The seminars are open to all students, both honors and course majors and minors.*

## First Course Recommendations

*PHYS 005. Spacetime and Quanta introduces and explores in some depth special relativity and quantum mechanics - two key theories of modern physics and astronomy. This course is intended as an entry point to the major track for both physics and astronomy, regardless of the degree of high school physics and math preparation a first-year student has had. It also welcomes non-majors interested in learning this material at a moderately mathematical level. For non-majors interested in a less mathematical course, Astronomy 1 is recommended.*

*In general, majors cannot replace Physics 005 (or most other major requirements) with AP credit or college courses taken during high school.*

*PHYS 003. General Physics I: Motion, Forces, and Energy is calculus-based and has a weekly lab. It is the entry point for a two-course physics sequence required of engineering majors. Although most prospective majors start in Physics 005, if after taking Physics 003 you wish to consider a major in our department, please speak to your instructor or to the department chair and we will be glad to discuss pathways for doing so.*

*PHYS 003L. General Physics I: Motion, Forces, and Energy with Biological and Medical Applications is calculus-based and has a weekly lab and is the entry point for a two-course physics sequence intended for biology, pre-med, and chemistry students. It covers the same basic physical ideas as Physics 003 but applies those ideas to systems of interest to those studying biology, medicine, or chemistry.*

*Students can get Swarthmore credit for Physics 3 from work done prior to college in either of two ways:*

*1) if a student scored a 5 on the physics AP exam (or a 6 to 7 on the IB exam) \*and\* they achieve the necessary score on the department's placement test.*

*2) if a student achieves the necessary score on the department's longer, different test for credit.*

*The test for placement is available online; the test for credit must be taken in person on paper. The placement and credit tests are given the week before classes start in the fall. Contact the department before winter break to request a test just before the start of the spring semester.*

## Core Programs

*In the spirit of a liberal arts education, we believe that a physics, astrophysics, or astronomy major can be beneficial and stimulating to students with a wide range of long-term interests and goals. The physics core curriculum and the astronomy core curriculum listed below both provide excellent training in quantitative reasoning and independent problem solving, skills that are applicable in a wide variety of arenas (law, medicine, science journalism, public policy). Since all of the fundamental areas are covered, the physics core curriculum is also excellent preparation for a career in a scientific field related to physics, such as engineering or teaching physics in high school. The astronomy curriculum is excellent preparation for teaching astronomy at the high school level, or working as a telescope operator or data analyst. Many students in our department do double majors.*

*While the physics core curriculum is adequate preparation for graduate study in physics, students considering graduate school are encouraged to take additional seminars. Most graduate programs in astronomy expect somewhat more physics preparation than the minimum listed in the astronomy curriculum. Those considering graduate school in astronomy are encouraged to take as much additional physics as scheduling permits, and ideally, to choose the astrophysics major listed below.*

## Physics Major Requirements

- *PHYS 005*
- *PHYS 007<sup>#</sup>, PHYS 008<sup>#</sup>, PHYS 013\*, PHYS 015\*, PHYS 017\*, and PHYS 018\**
- *Three of PHYS 111, PHYS 112, PHYS 113, PHYS 114*
- *A fourth 100-level PHYS or ASTR, or a full credit from some combination of journal club, directed reading, and/or research*
- *PHYS 063, PHYS 081, PHYS 082 (Classes of 2022 and 2023: 082 is not required, though needed to earn a W)<sup>†</sup>*
- *MATH 015\*, MATH 025, MATH 027 or MATH 028, MATH 033 or MATH 034*

*For students pursuing graduate study, all four of PHYS 111 through PHYS 114 will make the student's application particularly strong.*

## Astronomy Major Requirements

- *PHYS 005*
- *PHYS 007<sup>#</sup>, PHYS 008<sup>#</sup>, PHYS 013\*, PHYS 015\**
- *ASTR 014 or ASTR 016, ASTR 061\**
- *MATH 015\*, MATH 025, MATH 033 or MATH 034*
- *Four Astronomy seminars (can include upper-level astronomy courses at another TriCo school); or three plus both ASTR 014 and 016*

## Note:

\* Half-credit course

# In some cases, with permission from the department, PHYS 003 and/or PHYS 004 may be substituted for PHYS 007 and/or PHYS 008

† PHYS 083 is an alternative to PHYS 081 and 082 for students to meet the advanced lab requirement if they will also take ENGR 072

## Astrophysics Major Requirements

In addition to the Physics core requirements listed above:

■ ASTR 014 or ASTR 016

■ Two Astronomy 100-level offerings

Not required for Astrophysics major: PHYS 063, PHYS 081, and PHYS 082

## Other Requirements

Seniors not in the Honors Program must complete a comprehensive exercise, which is intended both to encourage review and synthesis and to allow students to demonstrate mastery of fundamentals studied during all four years. In addition, all students must satisfy the College distribution requirements and the 20-course rule (except for special majors such as astrophysics or chemical physics, for whom the 20-course rule is waived).

## Advanced Laboratory Program

In the junior and senior years, all physics majors must take PHYS 081 and PHYS 082. Enrollment in each of these laboratories will appear on the student's transcript with a letter grade for 0.5 credit for each semester. PHYS 081, 082 together count as a "writing course" for collegiate graduation requirements. Students with credit for ENGR 072 may replace PHYS 081, 082 with PHYS 083, which is an advanced lab experience without an electronics component.

## Applying for Majors

A student applying to become either a course major in physics or astronomy should have completed or be completing PHYS 005 and either PHYS 004 or PHYS 008. To be accepted as a major, the applicant must have received grades of C+ or better in Physics, Astronomy, and Math courses.

A student applying to become an honors physics major should have completed or be completing courses through PHYS 008, PHYS 013, PHYS 015, PHYS 017, PHYS 018. In addition, to be accepted into the course major, these courses must be completed with an average grade of C+ or better. To be accepted into the Honors Program with a physics major, the average grade should be a B or better. Grades in math courses should be at a similar level.

A student applying to become an astrophysics major in course or in honors should have completed or be completing PHYS 008, PHYS 013, PHYS 015, PHYS 017, PHYS 018, and ASTR 016 or ASTR 014. In addition, applicants for the Honors Program in either astrophysics or astronomy must normally have an average grade in physics and astronomy courses of B or better.

Since almost all advanced work in physics and astronomy at Swarthmore is taught in seminars where the student participants share the pedagogical responsibility, an additional consideration in accepting (retaining) majors is the presumed (demonstrated) ability of the students not only to benefit from this mode of instruction but also to contribute positively to the seminars. Grades in prior courses are the best criteria in admitting majors, since they tend to indicate reliably whether or not the student can handle advanced work at Swarthmore levels without being overwhelmed. However, constructive participation in classes and laboratories is also considered.

## Course Minor

### Physics Minor Requirements

PHYS 005, PHYS 007<sup>#</sup>, PHYS 008<sup>#</sup>

PHYS 013\*, PHYS 015\*, PHYS 017\*, and PHYS 018\*, and

Two 100-level physics offerings, one "classical" (PHYS 111, PHYS 112 or appropriate elective) and one "modern" (PHYS 113, PHYS 114 or appropriate elective).

*Note: Using electives for the minor must be approved by the department.  
MATH 015\*, MATH 025, MATH 027 or MATH 028, MATH 033 or MATH 034*

*# In some cases, PHYS 003 and/or PHYS 004 may be substituted for PHYS 007 and/or PHYS 008.*

*\* Half-credit course*

## Astronomy Minor Requirements

*PHYS 005, PHYS 007 or PHYS 003, PHYS 008 or PHYS 004,*

*PHYS 013\*, PHYS 015\*,*

*ASTR 014 or ASTR 016,*

*One Astronomy 100-level offering,*

*One semester of ASTR 061\*,*

*MATH 015\*, MATH 025, MATH 033 or MATH 034*

*\* Half-credit course*

## Astrophysics Minor Requirements

*PHYS 005, PHYS 007<sup>#</sup>, PHYS 008<sup>#</sup>,*

*PHYS 013\*, PHYS 015\*, PHYS 017\*, PHYS 018\*,*

*ASTR 014 or ASTR 016,*

*One Physics 100-level and one Astronomy 100-level offering*

*MATH 015, MATH 025, MATH 027 or MATH 028, and MATH 033 or MATH 034.*

*# In some cases, PHYS 003 and/or PHYS 004 may be substituted for PHYS 007 and/or PHYS 008.*

*\* Half-credit course*

## Honors Program

### Honors Major Preparations

*Honors majors must meet the requirements for the major as described above, and select three of the following preparations, plus their prerequisites.*

*Physics: Electrodynamics (PHYS 112), Quantum Theory (PHYS 113), Statistical Physics (PHYS 114), Honors Thesis (PHYS 180)*

*Note: In some cases, elective seminars may be used as physics honors preparations.*

*Astrophysics: Any of the seminars from the astronomy program, plus: Electrodynamics (PHYS 112), Quantum Theory (PHYS 113), Statistical Physics (PHYS 114), Honors Thesis (ASTR 180)*

*Note: must include at least one seminar each from astronomy and physics.*

*Astronomy: Research Techniques in Observational Astronomy (ASTR 121), Stars and Stellar Structure (ASTR 123), The Interstellar Medium (ASTR 126), Honors Thesis (ASTR 180).*

*Note: In some cases, elective seminars may be used as honors preparations.*

*Note: External examination for honors major programs includes two or three 3-hour written examinations on the chosen preparations, plus two or three 30-45 minute oral examinations on the chosen preparations, plus one 45-60 minute oral examination on the honors thesis (for thesis writers).*

### Honors Minor Preparations

*Physics Minor: One of the following seminars PHYS 112, PHYS 113, PHYS 114*

*Astronomy or Astrophysics Minors: One of the following seminars ASTR 121, ASTR 123, ASTR 126*



*Note: External examination for honors minor programs includes one three-hour written examination on the chosen preparations, plus one 30-45 minute oral examination on the chosen preparations.*

## Research Opportunities

### Independent Work

*Physics, astrophysics, 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). Members of the physics or astronomy faculty are willing to suggest possible projects and to supervise one of these if the student chooses to pursue it. Students completing work under PHYS/ASTR 094 are required to submit final written and oral reports of their work to the department. In preparation for independent experimental work, prospective physics majors are strongly urged to take the required 0.5 credit course PHYS 063, Procedures in Experimental Physics, during their fall semester of their sophomore year, which will qualify them to work in the departmental shops. There are usually many opportunities for students to receive financial support to work with faculty members on research projects during the summer.*

### Thesis

*Students may do a theoretical or experimental research thesis representing the results of independent work done under the supervision of a faculty member. This thesis will usually cover work begun in the summer after the junior year and completed during the senior year. A thesis is optional for all students in the Honors Program.*

### Off-Campus Study

*With proper planning, study away from Swarthmore for one or two semesters is possible while majoring in physics, astronomy, or astrophysics. However, the sequential nature of the Physics and Astronomy curricula makes careful planning for study abroad a necessity. The important point is to begin planning at an early stage. This allows students (1) to make sure courses not available abroad are taken at Swarthmore, and (2) to find out well in advance what physics and astronomy courses are available in the various study abroad programs. With careful planning, it is completely feasible to complete a physics major without taking physics abroad (e.g. if one is studying in a non-English-speaking country).*

### Teacher Certification

*We offer teacher certification in physics through a program approved by the state of Pennsylvania. For further information about the relevant set of requirements, contact the Educational Studies Department chair, the Physics Department chair, or visit the Educational Studies Department website at [www.swarthmore.edu/educationalstudies.xml](http://www.swarthmore.edu/educationalstudies.xml).*

### Physics Courses

#### **PHYS 001C. Climate Change: Science and Responses**

*(Cross-Listed with ENVS 010)*

*A study of the complex interplay of factors influencing conditions on the surface of the Earth. Basic concepts from geology, oceanography, and atmospheric science lead to an examination of how the Earth's climate has varied in the past, what changes are occurring now, and what the future may hold. Besides environmental effects, the economic, political, and ethical implications of global warming are explored, including possible ways to reduce climate change.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS, GLBL-Core*

*Spring 2022. Eric Bell.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 002E. First-Year Seminar: Energy**

*This seminar will cover both the physics and policy of energy in all its forms. Topics include the physical basis for energy; thermodynamics and engines; energy sources (fossil fuels, solar, photovoltaics, nuclear); transportation; the electric grid; and climate change.*

*Prerequisite: High school algebra.*

*Natural sciences and engineering.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **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.*

*Prerequisite: (or Concurrently) MATH 015*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2021. Lewandowska.*

*Fall 2022. Lewandowska.*

*Fall 2023. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 003L. General Physics I: Motion, Forces, and Energy with Biological and Medical Applications**

*This course discusses the topics from the first semester of introductory physics with the greatest biological, biochemical, and medical relevance, namely motion, forces (both statics and dynamics), torques (primarily statics), work, conservation of energy and momentum, oscillations, fluid statics and dynamics, and thermal and statistical phenomena. A core goal is to develop connections between physics and the other sciences. The course addresses the appropriate medical school competencies in conjunction with PHYS 004L.*

*Prerequisite: MATH 015 (may be taken concurrently).*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2021. Hackler.*

*Fall 2022. Hackler.*

*Fall 2023. Crouch.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **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.*

*Prerequisite: PHYS 003 or the permission of the instructor.*

*Corequisite: MATH 025 or equivalent.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Spring 2022. Lewandowska.*

*Spring 2023. Lewandowska.*

*Spring 2024. H. Smith*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 004L. General Physics II: Electricity, Magnetism, and Optics with Biochemical and Biomedical Applications**

*PHYS 004L will cover the same topics as PHYS 004 but will emphasize biological, biochemical, and medical applications of those topics. The course will meet medical school requirements (in conjunction with PHYS 003 or PHYS 003L) and will include a weekly laboratory. Students who wish to take PHYS 004L before PHYS 003 or PHYS 003L must have some high school physics background and obtain permission from the instructor.*

*Prerequisite: MATH 015 or a more advanced calculus course; PHYS 003 or PHYS 003L or permission of the instructor.*

*Natural sciences and engineering practicum.*

*1 credit.*

*Spring 2022. Geller.*

*Spring 2023. Geller.*

*Spring 2024. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 005. Spacetime and Quanta**

*This course presents an introduction to the twin pillars of contemporary physics: relativity and quantum theory. Students will explore the counterintuitive consequences of special relativity for our understanding of space and time, and the nature of the subatomic quantum world, where our notions of absolute properties such as position or speed of a particle are replaced by probabilities. It is the usual entry point to majoring or minoring in astronomy, astrophysics, or physics, and is a pre or co-requisite for the sophomore-level physics major curriculum; it welcomes both non-majors and prospective majors who are interested in engaging rigorously and deeply with both the mathematical and conceptual descriptions of physics.*

*Not eligible for NSEP credit.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Geller and Smith, T.*

*Fall 2022. Jensen and Geller*

*Fall 2023. T. Smith.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 007. Introductory Mechanics**

*An introduction to classical mechanics. This course is suitable for potential majors, as well as students in other sciences or engineering who would like a course with more mathematical rigor and depth than PHYS 003. Includes the study of kinematics and dynamics of point particles; conservation principles involving energy, momentum and angular momentum; rotational motion of rigid bodies, and oscillatory motion.*

*Lab used for hands-on experimentation and occasionally for workshops that expand on lecture material.*

*Prerequisite: MATH 025 and PHYS 005 or permission of the instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Fall 2021. Graves.*

*Fall 2022. H. Smith.*

*Fall 2023. H. Smith.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 008. Electricity, Magnetism, and Waves**

*A sophisticated introductory treatment of wave and electric and magnetic phenomena, such as oscillatory motion, forced vibrations, coupled oscillators, Fourier analysis of progressive waves, boundary effects and interference, the electrostatic field and potential, electrical work and energy, D.C. and A.C. circuits, the relativistic basis of magnetism, Maxwell's equations, and geometrical optics.*

*Prerequisite: PHYS 007 (or permission of instructor); MATH 033 or MATH 034 (can be taken concurrently).*

*Natural sciences and engineering practicum.*

*Includes one laboratory weekly.*

*1 credit.*

*Spring 2022. Crouch.*

*Spring 2023. Rivera.*

*Spring 2024. T. Smith*

Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>

### **PHYS 008S. Electricity, Magnetism, and Waves - Intensive**

*An alternate pathway through the material covered by Physics 008 (electricity, magnetism, and electromagnetic waves), but beginning with a more concrete, physical approach and moving to a more abstract approach after laying an initial foundation. Students will participate in the Physics 004 course meetings and laboratories during the first nine weeks of the semester, which are devoted to electricity and magnetism, supplemented by once-per-week hour-long meetings with the Physics 008S instructor to apply multivariable calculus to the material covered that week. During the last five weeks, Physics 008S students will receive their own instruction in the remaining topics covered in Physics 008, and will participate in the Physics 008 laboratories. Physics 008S will reach the same final point as Physics 008, thereby providing equivalent preparation for Physics 112 and other advanced physics and astrophysics courses.*

*Recommended for students concurrently enrolled in multivariable calculus, and/or for those who have had very little exposure to electricity and magnetism in previous (high school) physics classes.*

*Permission of the instructor is required to enroll.*

*Weekly out-of-class meetings will be scheduled after registration, taking all students' schedules into account.*

*Prerequisite: PHYS 007, MATH 025, and permission of instructor*

*Natural sciences and engineering practicum.*

*Lab required.*

*1 credit.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 013. Thermodynamics / Statistical Mechanics**

*A half-semester introductory course in thermal and statistical physics. Topics include energy, heat, work, entropy, temperature (the First, Second and "Third" Laws of Thermodynamics), heat capacity, ideal gases, paramagnetism, phase transitions, and the chemical potential. This course serves as a prerequisite for PHYS 114 and for PHYS 135.*

*Prerequisite: MATH 015*

*Corequisite: MATH 025*

*0.5 credit.*

*Spring 2022. Bester.*

*Spring 2023. Staff.*

*Spring 2024. H. Smith*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 015. Optics**

*A half-semester introduction to geometric and wave optics, including ray diagrams, matrix optics, polarization, Jones matrices, interference, and diffraction.*

*Prerequisite: single-variable calculus MATH 025 is/can be taken as a corequisite.*

*Lab required.*

*0.5 credit.*

*Spring 2022. Bester.*

*Spring 2023. Staff.*

*Spring 2024. Bester.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 017. Mathematical Methods of Physics**

*A half-semester survey of mathematical techniques useful in physics. Topics include eigenvalue problems, Fourier analysis, solutions to ordinary and partial differential equations, special functions, the theory of residues, and numerical methods.*

*Prerequisite: linear algebra (MATH 027, MATH 028; corequisite: multivariable calculus (MATH 033, MATH 034, or MATH 035).*

*Lab required.*

*0.5 credit.*

*Spring 2022. Graves.*

Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>

### **PHYS 018. Quantum Mechanics**

*A half-semester introductory course in quantum mechanics. Topics include waves, photons, the Schrodinger equation, Dirac notation, one-dimensional potentials, quantized angular momentum, and central potentials. This course serves as a prerequisite for PHYS 113.*

*Prerequisite: PHYS 005, PHYS 017, and MATH 027*

*Corequisite: Multivariable calculus (MATH 033, MATH 034, or MATH 035)*

*Lab required.*

*0.5 credit.*

*Spring 2022. Hackler.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 095. Introduction to Science Pedagogy: Theory and Practice**

*(Cross-listed as EDUC 075)*

*This course is designed for students who are interested in learning about issues surrounding science education, particularly at the high school and college level. How do students most effectively learn science? How can we facilitate this learning process as instructors and educators? How do we best assess whether such learning is happening? Since the course will integrate educational theory with concrete, practical strategies for becoming better teachers, it will be particularly relevant for students currently serving as Science Associates (or those who are interested in being Science Associates.) We will touch on issues related to students' conceptual development and conceptual change, collaborative learning, as well as practical issues encountered when engaging in responsive, interactive teaching. This is a seminar course where students are responsible for weekly readings (1-2 papers per week from the education research literature), in class discussions, and brief written reflections. Students will be encouraged to bring to the discussion their own unique experiences as both science students and science teachers.*

*Prerequisite: Instructor approval for enrollment.*

*0.5 credit.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 062. Physics Journal Club**

*Reading and discussion of selected research papers from the physics literature. Techniques of journal reading, use of abstract services, Arxiv, and search engines to stay aware of the current literature.*

*Graded CR/NC.*

*Prerequisite: PHYS 008 and PHYS 013*

*0.5 credit.*

*Fall 2022. Staff.*

*Fall 2023. H. Smith.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 097. Senior Conference**

*This half-credit course is required of all physics, astronomy, and astrophysics course majors and serves as preparation for and completion of the College's comprehensive requirement ("comps") for senior course majors, with a goal of enabling students to integrate various aspects of their Swarthmore education into a single, cohesive project. Students will create, edit, and practice presenting a poster on a research topic of their choosing and then present it at an event at the end of the semester. The weekly course meetings will enable students to delve more deeply into research paper reading, data display, scientific communication, and other topics related both to the subject matter and professional practices in physics and astronomy. This course will be offered every fall, is intended for seniors who are majors, and must be taken at Swarthmore in order for students to meet the comps requirement.*

*0.5 credit*

*Fall 2021. Graves and Bester.*

*Fall 2022. Jensen.*

*Fall 2023. Jensen.*

*Catalog chapter: Physics and Astronomy*

*Department website: <https://www.swarthmore.edu/physics-astronomy>*

## **Physics Seminars**

*There are four one-credit physics seminars offered on a regular basis, regardless of faculty leaves. These are PHYS 111, PHYS 112, PHYS 113, and PHYS 114. In addition, one or two one-credit advanced physics seminars are offered each year.*

## **PHYS 111. Analytical Dynamics**

*Intermediate classical mechanics. Motion of a particle in one, two, and three dimensions; Kepler's laws and planetary motion; phase space; oscillatory motion; Lagrange equations and variational principles; systems of particles; collisions and cross sections; motion of a rigid body; Euler's equations; rotating frames of reference; small oscillations; normal modes; and wave phenomena. Offered every Fall.*

*Prerequisite: PHYS 008.*

*PHYS 017 and PHYS 018 are recommended but not required.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Bester.*

*Fall 2022. Brown.*

*Spring 2024. Bester.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **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. Offered every Fall.*

*Prerequisite: PHYS 008 and PHYS 017*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Smith, T.*

Fall 2022. Staff.  
Fall 2023. Brown.  
Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>

### **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. Offered every Spring.*

*Prerequisite: PHYS 017, PHYS 018.  
PHYS 008 is recommended but not required.  
Natural sciences and engineering.  
1 credit.*

*Spring 2022. Hackler.  
Spring 2023. Hackler.  
Spring 2024. Brown.  
Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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. Offered every Spring.*

*Prerequisite: PHYS 111.  
Corequisite: PHYS 017 and PHYS 018.  
The student must have either completed or be concurrently enrolled in both PHYS 17 and PHYS 18*

*Natural sciences and engineering.  
1 credit.  
Spring 2022. Graves.  
Spring 2023. Brown.  
Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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.*

*Prerequisite: PHYS 111 and PHYS 112.  
Natural sciences and engineering.  
1 credit.  
Spring 2024. T. Smith.  
Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 135. Condensed Matter Physics**

*Condensed matter physics applies the physical laws of quantum mechanics, statistical mechanics, and electromagnetism to describe the physical properties of materials. This course explores the physics of metals, insulators, semiconductors, and superconductors by examining their structure, energy bands, and thermal, magnetic, electronic, and optical properties. Topics include: crystal structure and diffraction, the reciprocal lattice and Brillouin zones, lattice vibrations and normal modes, phonon dispersions, scattering, 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.*

*Corequisite: PHYS 113  
Natural sciences and engineering.*

*1 credit.*

*Spring 2023. Smith, H.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 137. Cosmological Physics**

*An introduction to cosmology which includes the study of the origin, evolution, and content of the universe: isotropy, homogeneity, and geometry of the universe; gravitational collapse and formation of proto-galactic structures; statistical mechanics and fluid dynamics in an expanding universe; observational tests of the standard cosmology model; extensions to the standard cosmological model including scalar field dark matter and modified theories of gravity.*

*Prerequisite: PHYS 111*

*Natural sciences and engineering*

*1 credit.*

*Spring 2022. Smith, T.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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.*

*Natural sciences and engineering.*

*1 credit.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 139. Biophysics**

*Cross-Listed with CHEM 114*

*This seminar will provide an introduction to the study of biological systems using the tools of the physical sciences. Topics will include the role of statistical phenomena in life; feedback and control processes in biological networks; biological electricity; fluid dynamics as they pertain to organisms (both unicellular and multicellular), and topics chosen from the literature by the members of the seminar.*

*Prerequisite: PHYS 008, 013, and 017; or PHYS 004 or 004L, CHEM 044, and CHEM 055; or permission of the instructor. Also BIOL 001 or CHEM 038, or permission of the instructor. Students who have not previously taken an honors seminar in the physics department should discuss class format and expectations with the instructor before registering.*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2021. Crouch.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **PHYS 180. Honors Thesis**

*Theoretical or experiment work culminating in a written honors thesis. Also includes an oral presentation to the department. This course must be completed by the end of, and is normally taken in, the fall semester of the student's final year.*

*1 or 2 credits.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **Physics Laboratory Program**



## **PHYS 063. Procedures in Experimental Physics**

*This course will introduce students to design and fabrication techniques useful in scientific research. Students will design circuit boards using Autodesk Eagle and design parts in Autodesk Fusion 360 for fabrication. After designing and creating custom circuit boards, students will practice soldering and assembly techniques to construct projects using 3D printed parts.*

*The course will be taught using a flexible structure. Instructional videos will be available to teach techniques and software. Parts will be supplied through campus mail and students will be able to work on both design and fabrication on their own schedule. Shop hours will be posted as possible for troubleshooting or any other help students would like. Help will also be available over zoom particularly for the design elements of the course.*

*This is a 0.5-credit course open only to majors in physics, astrophysics, or astronomy.  
0.5 credit.*

*Fall 2021. Jacobs and Palmer.*

*Fall 2022. Jacobs and Palmer.*

*Fall 2023. Jacobs and Palmer.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 081. Advanced Laboratory I**

*This is the first of a two-semester sequence designed to fulfill the physics major advanced laboratory requirement. Students will perform projects in digital electronics. They will also perform experiments chosen from among the areas of thermal and statistical physics, solid state, atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics.*

*Prerequisite: PHYS 018. It is strongly recommended that students are also co-enrolled in either PHYS 113 or PHYS 114 while taking Physics 081; please discuss requests to take advanced lab before either Physics 113 or 114 with the department chair.*

*Writing course.*

*0.5 credit.*

*Fall 2021. Bester.*

*Spring 2022. Lewandowska.*

*Fall 2022. H. Smith.*

*Spring 2023. Lewandowska.*

*Fall 2023. Brown.*

*Spring 2024. Crouch.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 082. Advanced Laboratory II**

*This is the second of a two-semester sequence designed to fulfill the physics major advanced laboratory requirement. Students will perform projects in digital electronics. They will also perform experiments chosen from among the areas of thermal and statistical physics, solid state, atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics. When both PHYS 081 and PHYS 082 are taken, students will receive credit for having completed a writing (W) course.*

*When both PHYS 081 and PHYS 082 are taken, students will receive credit for having completed a writing (W) course.*

*Writing course.*

*0.5 credit.*

*Fall 2021. Bester.*

*Spring 2022. Lewandowska.*

*Fall 2022. H. Smith.*

*Spring 2023. Lewandowska.*

*Fall 2023. Brown.*

*Spring 2024. Crouch.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **PHYS 083. Advanced Laboratory I and II**

*This course is designed to fulfill the physics major advanced laboratory requirement for students who have already had sufficient experience with digital electronics (ENGR 072 or the equivalent). Students will perform experiments chosen from among the areas of thermal and statistical*

*physics, solid state, atomic, plasma, nuclear, biophysics, condensed matter physics, and advanced optics.*

*Writing course.*

*0.5 credit.*

*Fall 2021. Bester.*

*Spring 2022. Lewandowska.*

*Fall 2022. H. Smith.*

*Spring 2023. Lewandowska.*

*Fall 2023. Brown.*

*Spring 2024. Crouch.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## 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; and prospects for life beyond Earth.*

*Natural sciences and engineering practicum.*

*Evening labs required.*

*1 credit.*

*Fall 2021. Jensen.*

*Fall 2022. Rivera.*

*Fall 2023. Jensen.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **ASTR 014. Astrophysics: Solar System and Cosmology**

*This course assumes no prior knowledge of astronomy, but knowledge of some basic physics as well as elementary calculus. It focuses on two major topics of current interest in astrophysics: (1) Solar System and planetary science and (2) cosmology, the large-scale study of the universe, its history and content.*

*Prerequisite: MATH 015 and some prior work in calculus-based physics (which could include high school physics). Interested students who have not met these prerequisites should consult with the instructor. This course should be accessible to some students who have completed ASTR 001.*

*Corequisite: MATH 025*

*Natural sciences and engineering.*

*Evening labs and observing sessions required.*

*1 credit.*

*Spring 2022. Jensen.*

*Spring 2023. Jensen.*

*Spring 2024. Jensen.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **ASTR 016. Astrophysics: Stars, ISM, and Galaxies**

*This is a one-semester calculus- and physics-based introduction to astrophysics as applied to stars, the interstellar medium, and galaxies.*

*Prerequisite: MATH 015 and MATH 025, and some prior work in calculus-based physics (which could include high school physics).*

*Recommended (but not required) pre- or co-requisites are PHYS 013; PHYS 015; and/or PHYS 003 or PHYS 007. Interested students who have not met these prerequisites should consult with the instructor.*

*Natural sciences and engineering.*

*Evening labs and observing sessions required.*

*1 credit.*

*Fall 2021. Rivera.*

*Fall 2022. Cohen.*

*Fall 2023. Cohen.*

Catalog chapter: *Physics and Astronomy*  
Department website: <http://www.swarthmore.edu/physics-astronomy>

### **ASTR 019. Introduction to Radio Astronomy**

*This is a one-semester calculus and physics-based introductory course on the fundamentals of theoretical and observational radio astronomy. The course will emphasize the application of data reduction and data analysis techniques from scratch. Students will gain expertise in the field by applying these methods to a combination of simulated and real data. Topics covered may include, but are not limited to, pulsars, the 21-cm HI line, the cosmic microwave background, dusty galaxies, and molecular observations of planetary nebulae. Absolutely no prior experience with observational astronomy, radio astronomy, or data reduction and analysis is necessary.*

Prerequisite: ASTR 014 or ASTR 016

Natural sciences and engineering.

1 credit.

Catalog chapter: *Physics and Astronomy*

Department website: <http://www.swarthmore.edu/physics-astronomy>

### **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.*

Graded CR/NC. May be repeated for credit.

Prerequisite: ASTR 014 or ASTR 016

0.5 credit.

Spring 2022. Rivera.

Spring 2023. Staff.

Fall 2023. Rivera.

Catalog chapter: *Physics and Astronomy*

Department website: <http://www.swarthmore.edu/physics-astronomy>

### **ASTR 094. Research Project**

*(Cross-listed as PHYS 094)*

Fall 2021. Staff.

Spring 2022. Staff.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Spring 2024. Staff.

Catalog chapter: *Physics and Astronomy*

Department website: <http://www.swarthmore.edu/physics-astronomy>

## **Astronomy Seminars**

*Students interested in upper-level work in astronomy are encouraged to also consult Haverford's course schedule since the two astronomy programs actively work to offer complimentary topics*

### **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; various methods by which images are processed and data are analyzed; and use of online resources including data archives and bibliographic databases. Students will perform observational and data analysis projects during the semester.*

Prerequisite: PHYS 015; ASTR 016 or ASTR 014

Natural sciences and engineering.

1 credit.

Fall 2021. Jensen.

*Catalog chapter: Physics and Astronomy*  
*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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: PHYS 013, ASTR 016 or ASTR 014*

*Recommended: PHYS 017 and PHYS 018*

*Natural sciences and engineering.*

*1 credit.*

*Spring 2023. Cohen.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **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: PHYS 013, ASTR 014 or ASTR 016*

*Recommended: PHYS 017 and PHYS 018*

*Natural sciences and engineering.*

*1 credit.*

*Fall 2022. Cohen.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

### **ASTR 180. Honors Thesis**

*(Cross-listed as PHYS 180)*

*1 or 2 credits.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Physics and Astronomy*

*Department website: <http://www.swarthmore.edu/physics-astronomy>*

## **Political Science**

*Courses*

## **Faculty**

**KEITH REEVES, Professor**  
**DOMINIC TIERNEY, Professor and Chair**  
**TYRENE WHITE, Professor**  
**BENJAMIN BERGER, Associate Professor**  
**AYSE KAYA, Associate Professor**  
**SAMUEL HANDLIN, Associate Professor<sup>1</sup>**  
**EMILY PADDON RHOADS, Assistant Professor**

**JONNY THAKKAR, Assistant Professor<sup>1</sup>**  
**OSMAN BALKAN, Visiting Assistant Professor**  
**GORDON ARLEN, Visiting Assistant Professor**  
**CHRISTINA RUZZO, Administrative Assistant**

<sup>1</sup> Absent on leave 2021-2022.

## The Academic Program

*Politics is about who governs. Whether by bullets or ballots, by violent struggle or peaceful competition for office, politics is about deciding who rules, for what purposes, and under what constraints. Politics influences the duties of rulers and ruled, the rights of citizens, and whether people live in fear or not.*

*In politics people acquire and use power, cooperatively or non-cooperatively, for creative or destructive purposes. They forge collective symbols and craft (and recraft) compelling narratives about mutual identities and social goals. They demand recognition and justice -- which means that they redefine what counts as political. They focus attention on collective problems -- or try to prevent such a focus. Finally they distribute or redistribute economic resources - which is one reason why politics can be terribly contentious.*

*The faculty members of the Swarthmore political science department reflect, in their intellectual and research interests, the exceptional pluralism of political science and seek to convey the discipline's richness and variety in their courses, in the speakers we bring to campus, and in discussions with students after class or during office hours. We arrange course offerings by the traditional subdivisions of the discipline as it is practiced in the United States: American politics, comparative politics, international relations, and political theory. Our offerings are particularly strong in the study of China, constitutional law, the study of Congress, environmental policy and politics, faith-based social policy, the presidency, the study of American parties and elections, U.S. civil rights, international trade and political economy, the cognitive and perceptual dimensions of international politics, Latin American politics, theories of prophetic political vision, ancient and modern political theory, democratic theory and civic engagement, Iranian politics, and American political development. Students currently have access to interdisciplinary and innovative pedagogies in GIS training, for understanding local democracy in and around Swarthmore and poverty in Chester, PA, and for understanding the nature of mass incarceration in the United States. We also offer many opportunities to explore linkages between the theory and practice of politics. Some courses are earmarked for their emphasis on community-based learning.*

## General Introduction

*Courses in the Political Science Department encompass four sub-fields of the discipline: 1) American Politics; 2) Comparative Politics; 3) International Politics (International Relations); 4) Political Theory. Requirements pertaining to these sub-fields are known as distribution requirements. For a detailed description of our requirements see the relevant section below. We invite all applicants to read Section I, even if they are not considering a course major. All applicants must have completed one introductory level course (POLS 002, 003, 004) and one additional course in the Department before applying to be a major or an Honors Minor with the Department.*

## Course Major

*Courses in the Political Science Department encompass four sub-fields of the discipline: 1) American Politics; 2) Comparative Politics; 3) International Politics (International Relations); 4) Political Theory. Requirements pertaining to these sub-fields are known as distribution requirements, and they are outlined further below.*

- 1. To graduate with a major in Political Science, a student must complete **8.5 credits** in the Department, including the senior comprehensive exercise.*
- 2. **At least five** of the 8.5 credits must be taken at Swarthmore with faculty from the Department. Please see the Political Department website for an up-to-date list of course offerings and their distributions.*
- 3. Majors must take courses in all 4 of the aforementioned sub-fields. The Department recommends that in addition to any Intro level courses, students take their first theory course before the end of their sophomore year. Only the following courses satisfy the Political Theory distribution requirement: POLS 011, POLS 012, POLS 100, POLS 101, with the latter two being honors seminars, where honors students get priority admission (see Section II).*
- 4. One introductory level course (POLS 002, 003, 004) and one additional course in the Department must be completed at Swarthmore before acceptance as a major. Majors will be deferred from acceptance into the Department until these two courses are completed.*

5. *Introductory level courses will count toward the distribution requirements, but students can only count **two Intro courses toward their major** (i.e. toward the 8.5 credits).*
6. *None of the credits needed to complete the major may be taken CR/NC; shadow grades for introductory courses taken CR/NC freshman year will be used for GPA purposes.*
7. *Grade requirements. We consider student applications to join the Department individually, considering each student's background and College performance to date. Normally, we apply the following rule: For acceptance as a course major or a double major, the Department expects performance at the 2.33 level in all College courses and at the 2.67 level in courses in Political Science (including courses graded Credit/No Credit).*
8. *Majors and minors may take one directed reading within the Department for credit with approval from the faculty directing the read and the Department Chair.*
9. *Students should note that certain courses and seminars have specific prerequisites. As one example, POLS 066 requires POLS 004 as well as an introductory Econ course.*
10. *The senior comprehensive requirement. To graduate from Swarthmore, all majors and special majors must fulfill the senior comprehensive requirement in the Political Science Department. This can be done in one of two ways. The preferred option is POLS 092: the Senior Comprehensive Exam, which is a 0.5 credit graded exercise. Working with a faculty adviser, students will produce a short paper in the spring semester of their senior year, which tackles a major puzzle in Political Science. Students will then present their work at a Department conference. Option two, POLS 095 is a one-credit graded written thesis, which may be chosen by students who meet the eligibility requirements and get the approval of a faculty adviser and the Chair. All junior and senior course majors (unless abroad) are required to attend the Department senior comprehensive exercise conference typically held in March.*
11. *Recommended courses in other Departments. Supporting courses strongly recommended for all majors are Statistical Thinking or Statistical Methods (STAT 001 or 011) and Introduction to Economics (ECON 001).*

## Honors Major

1. *Political Science honors majors must have a minimum of **10 credits** inside the Political Science Department.*
2. *Political Science honors majors must meet all requirements for majors (see Section I), preferably with the honors versions of Ancient or Modern Political Theory (POLS 100, POLS 101).*
3. *Six of these credits will be met with three (3) two-unit honors preparations which will help prepare honors majors for outside examinations, both written and oral. These two-unit preparations will normally be either a two-credit honors seminar or a "course-plus" option.*
4. *Of these three (3) two-unit preparations, no more than two may be in a single sub-field in the Department, and no more than one may be a course-plus option.*
5. *The "course-plus" option will normally consist of two one-unit courses that have been designated to count as an honors preparation, or in some cases a one-unit course and a one-unit seminar that have been so designated. It is up to the student to arrange a course-plus option with a specific faculty member and to have this approved by the Chair. We strongly advise the students to follow the seminar path.*
6. *To be accepted into the Honors Program students should normally have at least an average of 3.67 inside and 3.5 outside the Department, and should have given evidence to the Departmental faculty of their ability to work independently and constructively in a seminar setting. Seminars will normally be limited to eight-ten students and admission priority will go to honors majors, first seniors and then juniors, including special majors.*
7. *To fulfill the senior honors study requirement for honors majors, students will revise a paper written for each of their Department seminars (**3 papers total**). These papers will be submitted to the appropriate external examiners as part of the honors evaluation process.*
8. *Honors majors are strongly encouraged to attend the Department senior comprehensive exercise conference, typically held in March.*
9. *None of the credits needed to complete the major may be taken CR/NC; shadow grades for introductory courses taken CR/NC freshman year will be used for GPA calculations.*
10. *Majors and minors may take one directed reading within the Department for credit with approval from the faculty directing the read and the Department Chair.*

## Honors Minor

*Honors minors in Political Science will be required to have **at least five credits** in Political Science. Among these credits there must be one introductory course (POLS 002, POLS 003 or POLS 004), one course in Political Theory (POLS 011, POLS 012, POLS 100, or POLS 101), one other Political Science course and one (1) of the two-unit honors preparations offered by the Department.*

1. *All applicants must have completed one introductory level course (POLS 002, 003, 004) and one additional course in the Department before applying for the Honors Minor.*

2. To be accepted into the Honors Program students should normally have at least an average of 3.67 inside and 3.5 outside the Department, and should have given evidence to the Departmental faculty of their ability to work independently and constructively in a seminar setting. Seminars will normally be limited to eight-ten students and admission priority will go to honors majors, first seniors and then juniors, including special majors.
3. To fulfill the Senior Honors Study requirement for honors minors, students will revise a paper for their Department seminar. This paper will be submitted to the appropriate external examiner as part of the honors evaluation process.
4. None of the credits needed to complete the major may be taken CR/NC; shadow grades for introductory courses taken CR/NC freshman year will be used for GPA calculations.
5. Majors and minors may take one directed reading within the Department for credit with approval from the faculty directing the read and the Department Chair.

## Special Major

All special majors must have a designated faculty adviser and have approval of the Chair for the proposed program. Within that approved program, **at least 5.5 credits** must be taken in the Department, including one introductory course (POLS 002, POLS 003, POLS 004) and students need at least a course in each of the four sub-fields (American Politics, Comparative Politics, International Politics, and Political Theory) of the discipline (see Section I). The Political Theory distribution requirement for special majors can only be met by completing one of the following: POLS 011, POLS 012, POLS 100 or POLS 101. All special course majors are required to participate in the Department's Senior Comprehensive Exercise for 0.5 credit (see Section I).

1. All applicants must have completed one introductory course (see Section I) and one other course in the Department before applying for the Special Major.
2. None of the credits needed to complete the major may be taken CR/NC; shadow grades for introductory courses taken CR/NC freshman year will be used for GPA purposes.
3. For acceptance as a special major, the Department expects performance at the 3.00 level in all College courses and at the 3.33 level in courses in Political Science (including courses graded Credit/No Credit).
4. Majors and minors may take one directed reading within the Department for credit with the approval from the faculty directing the read and the Department Chair.

## Honors Special Major

All special honors majors must have a designated faculty advisor and have approval of the Chair for the proposed program. Within that approved program, **at least 6 credits** must be taken in the Department, including one introductory course (POLS 002, POLS 003, POLS 004), one honors seminar. Students need at least a course in each of the four sub-fields (American Politics, Comparative Politics, International Politics, and Political Theory) of the discipline (see Section I). The Political Theory distribution requirement for special majors can only be met by completing one of the following: POLS 011, POLS 012, POLS 100 or POLS 101.

1. All applicants must have completed one introductory course (see Section I) and one other course in the Department. before applying for the Honors Special Major.
2. To be accepted into the Honors Program students should normally have at least an average of 3.67 inside and 3.5 outside the Department, and should have given evidence to the Departmental faculty of their ability to work independently and constructively in a seminar setting. Seminars will normally be limited to eight-ten students and admission priority will go to honors majors, first seniors and then juniors, including honors special majors.
3. None of the credits needed to complete the major may be taken CR/NC; shadow grades for introductory courses taken CR/NC freshman year will be used for GPA purposes.
4. Majors and minors may take one directed reading within the Department for credit with approval of the faculty directing the read and the Department Chair.

## Advanced Placement/International Baccalaureate Credit

No more than one Advanced Placement credit will be accepted for credit.

## Transfer Credit

Transfer credit is offered on the same basis as study abroad credit. Students taking classes elsewhere should consult the chair in advance on the amount of credit likely to be available. As with study abroad, students may be required to retain written assignments and present copies to the chair for assessment.

## Off-Campus Study

The department supports student interest in study abroad. Students are reminded that no more than three of their eight credits (ten credits if in the Honors Program) may be taken outside the Swarthmore department and **all** of the distribution requirements must be met by classes taken at Swarthmore. Expectations about off-campus study should be incorporated in the Sophomore Plan. Students planning to study abroad should consult the chair and obtain approval prior to making final course selection. Any change in course selection must ultimately be approved as well. Upon return from a study abroad program, political science syllabi, papers, and other course materials may be required for credit evaluation. Pre-estimated credits do not guarantee any particular transfer of credit. The actual transfer of credit depends on the assessment of work done abroad by the department.

## The Engaging Democracy Project

The Engaging Democracy Project comprises the Department's connection to what the Lang Center for Civic and Social Responsibility calls "Engaged Scholarship." Ernest Boyer coined the term "Engaged Scholarship" to describe teaching and research that connect "the rich resources of the university to our most pressing social, civic, and ethical problems" (Boyer, 1996). The Department of Political Science employs Engaged Scholarship to incorporate academic theory and political practice to promote a richer understanding of democracy in America (and abroad). Program director Ben Berger (also Executive Director of the Lang Center) practices Engaged Scholarship techniques to involve students with local communities; works with student groups to bring a wide range of speakers and activists to the Swarthmore campus; and supports other faculty offering Engaged Scholarship courses, including fellow Political Science faculty Prof. Keith Reeves (Director of the Urban Inequality and Incarceration Program at the Lang Center), Prof. Ayse Kaya, and Prof. Emily Paddon Rhoads.

## Political Science Courses

### **POLS 002. American Politics (AP)**

*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.*

*Social sciences.*

*1 credit.*

*Spring 2022. Reeves.*

*Fall 2022. Reeves.*

*Spring 2023. Schwarz.*

*Fall 2023. Schwarz.*

*Spring 2024. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 003. Politics Across the World (CP)**

*This course teaches students how to analyze and compare the politics and societies of countries around the world. Topics vary by instructor but may include the origins of the contemporary system of nation-states, the consolidation and breakdown of democratic and authoritarian political regimes, the ways that the "rules of the game" in politics structure competition and favor certain groups over others, the politics of economic development and globalization, the nature and dynamics of social movements, revolutions and civil wars, and the role of identities, ideologies, and religious beliefs in shaping patterns of political development, and conflict, and inclusion/exclusion. The course also provides an introduction to some of the main theories, concepts, and methods used by political scientists who engage in the art of comparative politics. To explore these themes, we draw examples from a variety of countries and regions across the world.*

*Comparative*

*Social sciences.*

*1 credit.*

*Eligible for GLOBL-Core*



Spring 2022. White.

Fall 2022. Handlin.

Spring 2023. Balkan.

Fall 2023. Handlin.

Spring 2024. White.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

## **POLS 004. Introduction to International Relations (IR)**

*In this course, we will explore the fundamental concepts of the field of international relations. Students will learn the basic facts about international conflict, the international economy, international law, development, and the world environment, among other things. Furthermore, we will study the fundamental theoretical concepts and theories of international relations. Using these theories, students will be able to sort through arguments about various topics in international relations and make judgment calls for yourself. Finally, students will learn how these concepts have evolved over time and how we can use them to hypothesize what lies ahead for international relations.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-Core, PEAC*

*Spring 2022. Paddon Rhoads.*

*Fall 2022. Tierney.*

*Spring 2023. Paddon Rhoads.*

*Fall 2023. Tierney.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 011. Ancient Political Thought (TH)**

*Reason, force, and persuasion are central tools of politics. They are also considered and weighed by political philosophers as they write about the best (or best achievable) organization of political life to achieve some goal, and the best chance of making those arrangements endure. Use of each tool tends to reflect particular views about human nature, capacities, and differences. This course explores these and other key concepts of political thought, drawing on major works in the Western tradition, including Plato, Aristotle, Cicero, Augustine, Aquinas, and Machiavelli.*

*Social sciences.*

*1 credit.*

*Eligible for INTP*

*Spring 2022. Arlen.*

*Fall 2022. Thakkar.*

*Spring 2024. Thakkar.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 012. Modern Political Thought (TH)**

*This course introduces some of the major concepts and themes of modern political thought through a close reading of texts from the 16th to the early 20th century. The starting point of the course is Machiavelli's novel "science" of statecraft, which identified the state as the focal point of political activity, and announced that a good politician must be prepared to act immorally, or even love his city more than his soul. In other words, we begin with the thought of politics as a distinct sphere of activity, centered around the state, and separable from other spheres such as morality and religion. The problem of the modern state and the relationship of the political to other domains of life will guide our exploration of the fundamental concepts and debates of modern political thought. Other themes we will discuss include secularism and toleration, absolutist and popular sovereignty, constitutionalism and individual rights, theories of war and colonialism, and the relationship between social and political forms of domination. Authors include Niccolò Machiavelli, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, Immanuel Kant, Alexis de Tocqueville, John Stuart Mill, Mary Wollstonecraft, Karl Marx, Max Weber and W.E.B. Dubois.*

*Social sciences.*

*1 credit.*

*Eligible for INTP*

*Fall 2022. Arlen.*

*Spring 2023. Arlen.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 019. Democratic Theory and Practice**

*What is democracy, and what does it require? Widespread political participation? Social connectedness? Economic equality? Civic virtue? Excellent education? How well does the contemporary U.S. meet those ideal standards? POLS 019 students read classic and recent texts in normative political theory and empirical political science--addressing what democracy should do and how well the U.S. is doing it augmented by a participatory component that requires several hours per week outside of class. Students engage with civic leaders and activists in the strikingly different communities of Swarthmore and Chester, and participate in a variety of community projects. The goal is to understand better the ways in which social, economic, educational and political resources can affect how citizens experience democracy.*

*Social sciences.*

*1 credit.*

*Eligible for CBL*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 020A. Special Topic: The U.S. Congress: People, Places and Policy (AP)**

*Congress is the storied chief lawmaking body in the United States, simultaneously leading, following, and disregarding public sentiment as it legislates. That is, when it legislates: the institution is one of the least popular entities in the nation and has been mired in low productivity since the 1990s. What explains changes in public perception and productivity level? What are lawmakers doing with their time if they are not solving public problems? How well does the institution represent "the people"? Which people? How is power expressed in Congress? To answer these questions, this course assesses the efficacy of the well-established Congressional studies literature, supplemented with greater attention to historical development, ethnography, geospatial dynamics, and public policy.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 020B. Special Topic: Political Inequality in the U.S. (AP).**

*This course explores the durable pattern of political inequality in the United States, from the Colonial Era to the present moment. Using U.S. political history as a vessel to understand contemporary political inequality, we will trace legacies of ascriptive hierarchy, slavery, xenophobia, racism, Jim Crow, indentured servitude, neglect, segregation, malapportionment, and restricted franchise to gain insights into why this nation remains highly unequal in politics. These historical legacies are further compounded by contemporary problems, such as gerrymandering, voter ID laws, politician-led pressures to decrease political participation, bureaucratic capture by special interests, disparities between public opinion and policy outcomes, elections predicated on money, and representation that varies in quality based on group status and geographic location. By understanding the incentives and interests of political actors in power, we will better understand why institutions and laws reconstruct U.S. politics, oscillating between greater equality and continued inequality. In this course, we will use political science, sociology, history, economics, law, and philosophy texts to better understand the incidence of political inequality, how it violates core precepts of democracy, and the ramifications of an inequitable political system. We will also scrutinize how socioeconomic factors influence political power, how political institutions mediate power, and how politics feeds back to reify or alter socioeconomic dynamics. Special attention is devoted to understanding political inequality in relation to race, ethnicity, migration, class, gender, political parties, interest groups, social movements, and geography.*

*Social Sciences.*

*1 credit.*

*Spring 2022. Diament.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 020C. Special Topic: Police, Prosecution, and Racial (In) Justice in America (AP)**

*The killing of George Floyd at the hands of a Minneapolis, MN police officer has forced a national reckoning with structural racism, particularly with regard to the nature of policing, mass incarceration, and discriminatory law enforcement. This seminar explores these contested -- and controversial -- social and policy issues. In addition, we will examine a number of questions: What are the origins of American*

*policing? What should be the role of policing in a democratic society, especially given the unique and independent culture of some 18,000 police departments across the United States? In what way(s) does racial bias affect policing? Or does it? What does it mean that the work of police is to preserve 'law & order?' And did the policy of "stop-and-frisk" actually work? Why are Blacks 3-to-4-times more likely to be victims of police violence than whites? How are communities of color policed? How does the criminal legal process actually work? And what are the implications of all of these questions for the crisis in racial justice? Finally, throughout the semester, we will be joined by myriad stakeholders across the spectra of policing, the criminal legal process, corrections, as well as community members impacted by police violence.*

*Prerequisite: POLS 2 or POLS 28. Or by permission of the Instructor*

*Social Science.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 020D. Unbridled Power? The American Presidency (AP)**

*Even though the executive branch is relegated to the loosely defined second article of the U.S. Constitution, presidential power has greatly expanded over time, in the process reshaping American politics to revolve around presidential initiative. In the contemporary era, coequal branches of the government defer to the president, while voters look to the president to solve a snowballing set of public problems. However, the rise in executive power has not satisfied expectations, leading to the confounding dual problem of presidents purportedly having too much power in some domains, while still struggling to adequately fix society's most pressing problems. This course examines how and why presidential power has grown throughout American history, with special attention to the following questions: To what extent is a presidency-centered system both a consequence of and incompatible with a separated powers system? What is the relationship between changes in the sources of presidential authority and the exercise of power in the executive branch? Are there any limits to presidential power, and if so, what are they? Normatively, should the president have less or more power? Finally, is successful mastery of the presidency our best hope for functional governance, or is the modern presidency a problem in and of itself? To answer these questions, we will focus on the historical development of the executive branch, spotlighting the important contributions-and idiosyncrasies-of all 46 U.S. presidents.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 022. American Elections: Ritual, Myth, and Substance (AP)**

*An examination of the role of policy issues, candidates images, campaign advertisements, media, polling, marketing, money, and political parties in the American electoral process. We will consider the role of race, gender, class, religion, and other variables in voting behavior and look for evidence concerning the increasing polarization of American politics. We will examine the impact of recent laws and practices that seek to encourage or depress voting and will explore the impact of felony disenfranchisement. What are some of the most important recent changes affecting American electoral politics? What is unusual about 2016? Historical trends will provide the basis for analyzing the 2016 elections. Do elections matter, and, if so, how?*

***First year students should apply to Prof. Nackenoff to be admitted: limited number of spots available.***

*Social sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 023. Dilemmas of Statebuilding: Race and Gender in American Political Development (AP)**

*This course follows a reading seminar structure and examines how race and gender relations in America fundamentally shaped-and were shaped by-the development of the contemporary American state. Students will read and critique both classic literature as well as recent studies in American political development (APD) and related disciplines. The course is centered on two particular areas of statebuilding, the welfare state and the carceral state, and therefore takes a policy-centric approach.*

*Throughout the course, we will pay particular attention to empirical trends in political science, and American political development in particular. Each week, students will read a number of empirical studies and will be asked to evaluate these papers on their empirical strengths and weaknesses.*

*This course is designed for upper-class students who are interested in topics on gender and race, American political development, and public policy. In addition, students should be prepared to critically engage with questions of research design and methodology.*

*Social sciences.*

*1 credit.*

*Spring 2023. Schwarz.*

*Spring 2024. Schwarz.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 024. American Constitutional Law (AP)**

*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.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 028. The Urban Underclass and Public Policy (AP)**

*This course 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.*

*Prerequisite: POLS 002*

*Social Sciences.*

*1 credit.*

*Eligible for BLST.*

*Spring 2023. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 029. Polling, Public Opinion, and Public Policy (AP)**

*Public opinion polling has become an essential tool in election campaigning, public policy decision making, and media reporting of poll results. As such, this course focuses on helping students interested in these areas learn the fundamental skills required to design, empirically analyze, use, and critically interpret surveys measuring public opinion. Because the course emphasizes the application of polling data about public policy issues and the political process, we will examine the following topics: abortion, affirmative action, September 11th, the 2008 and 2012 presidential elections and presidential leadership.*

*Prerequisite: POLS 002 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Fall 2022. Reeves.*

*Fall 2023. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 030. Diplomacy and Conflict Resolution (IR)**

*Diplomacy is a crucial part of international politics. This course explores: (1) how and why states negotiate; (2) how do states communicate through diplomacy; (3) when do negotiations fail; (4) the role of mediation in negotiation; (5) the role secrecy plays in diplomacy. The course introduces students to a range of research skills, including game-theoretic models and historical research. Students will learn how negotiation functions in contemporary contexts, through exploring a range of scenarios, including negotiation with rogue states, state-terrorist bargaining, and great power diplomacy.*

*Social Sciences.*

*1 credit.*

*Eligible for GLOBL-Core*

Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 031. Borders and Migration (CP)**

*This course, taught in Philadelphia, offers an introduction to the causes and consequences of international migration and examines the political responses of different national communities to the phenomenon. In the first part of the course we will explore why and how people move from one country to another and analyze the strategies through which states attempt to manage mobility and exercise control over their territories. Students will learn about patterns of regular and irregular migration, including economic and undocumented migrants, refugees, and asylum seekers. We will also interrogate the efficacy of border walls and other strategies of containment and control. In the second part of the course we consider how migration transforms both sending and receiving countries and evaluate how countries accommodate (or fail to accommodate) newcomers to their territories. The growing ethnic, religious, and linguistic diversity generated by international migratory flows has spawned fierce debates over national identity, social cohesion, and political stability. In order to make sense of these debates, we will analyze different regimes of immigrant integration, incorporation, and assimilation and evaluate the meaning of citizenship, social membership, and belonging. Classroom meetings will be supplemented with outside lectures and field trips in Philadelphia to observe immigration hearings and to meet with NGOs and community organizations working on issues surrounding migrant rights and refugee re-settlement. This course will be taught in Philadelphia as part of the Tri-Co Philly Program.*

*Comparative  
Social Sciences.*

*1 credit.*

*Eligible for GBLB-Core; INTP eligible; PEAC eligible*

*Spring 2022. Balkan*

*Fall 2022. Balkan.*

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 032. Social Philosophy (TH)**

*What is a society and how does it differ from a community? Under what circumstances, if any, can we legitimately speak of a "we" as opposed to a collection of individuals? Can a society or a corporation have beliefs and desires? What are social structures and how do they relate to individual action? Are all social phenomena "constructed" and if so in what sense? What is social science and how might it differ from natural science? This course will raise these foundational questions in social philosophy before turning to the question of how different pictures of society and social phenomena shape our normative stances. Do liberalism, socialism and conservatism all follow from particular pictures of society, for instance? What about movements focusing on race and gender? Should we adopt a conception of social phenomena in light of our political commitments or the other way around? By raising and addressing such questions, this course aims to help students in the social sciences achieve greater self-consciousness about the objects and aims of their various disciplines, while also becoming more sophisticated in their normative reflections.*

*Social sciences.*

*1 credit.*

*Fall 2023. Thakkar.*

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 034. Capitalism and Socialism**

*The words "capitalism" and "socialism" come up relatively often in discussions of politics, but their meaning is often left vague. After a brief survey of empirical work on the varieties of capitalism and socialism, this course will turn to the normative arguments for and against the two systems that have been made from the Enlightenment to the present day. Authors covered will include Adam Smith, J. G. Fichte, Karl Marx, Friedrich Hayek and Milton Friedman, as well as a smattering of utopians and anarchists. Students should expect a significant volume of reading, but there are no prerequisites.*

*Social Sciences.*

*1 credit.*

*Fall 2023. Thakkar.*

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 035. Democracy and Dictatorship (CP)**

*This course examines the nature of democratic and authoritarian governments and explanations for regime change (either from dictatorship to democracy or the reverse). Topics include the relationship between democracy and development, the power (and limitations) of the United States to spur democratization in other countries, the institutional foundations of strong dictatorships, the notion that established democracies might be currently eroding, and the role potentially played by Russia and China in buttressing autocracy in other countries.*

*Comparative*

*Social science.*

*1 credit.*

*Eligible for GBLB-Core, LALS-eligible*

*Spring 2024. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 037. Contemporary Political Philosophy (TH)**

*PHIL 037*

*This course offers a survey of the major themes and questions that have emerged in Anglophone political philosophy since the Second World War. We will begin by analyzing fundamental concepts such as power, freedom, law and rights; then we will consider competing visions of the basic structure of society; and finally we will turn to pressing issues such as racial injustice, global injustice, immigration policy and the claims of tradition. The ultimate aim is for each student to test, refine and develop their own principles and judgements concerning politics by rigorously attending to the arguments given by leading philosophers.*

*Social sciences.*

*1 credit.*

*Fall 2022. Thakkar.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 038. Designing and Doing Political Science Research (IR) (CP) (AP) (TH)**

*An introduction into research design and drawing inferences from data. The first section covers theories, hypotheses, conceptualization and descriptive inference, and approaches to causal inference. The second section focuses on small-n research designs and qualitative methods, covering case studies, small-n comparative analysis, process tracing, and interviewing. The third section introduces students to some basic elements of quantitative research design and statistical analysis, including with both observational and experimental data.*

*Please note, this course does not fulfill the POLS Theory Requirement (must take POLS 011 or 012). This course may only be counted toward one distribution requirement for the major/minor.*

*Comparative*

*Social sciences.*

*1 credit.*

*Spring 2023. Handlin*

*Spring 2024. Schwarz.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 039. The Courts and American Democracy (TH)**

*Description coming soon*

*Social sciences*

*Fall 2022. Arlen.*

*Catalog chapter: Political Science*

*Department website: <https://www.swarthmore.edu/department-political-science>*

### **POLS 040. The Politics of Voting Rights (AP)**

*The right to vote and who has it have been politically constructed and contested since the early 19th century. The course considers why and how this politics has taken so many different forms over the course of American political development, with particular attention to the strange career of African-American voting rights and their party systemic and policy impact, female suffrage, the demobilization of the working class early in the 20th century and its remobilization during the New Deal, the late development of protections for Native American, Latino, and Asian-*

*American voters, and current struggles over election administration and voter qualifications.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 041. The Presidential Election, Then and Now**

*How we elect our presidents has changed over time- but at all times political parties, interest groups, social movements, and the voters themselves have been the central protagonists. They have operated in macroeconomic and foreign policy contexts that make the outcomes of presidential elections both relatively predictable and yet quite exciting. We track the continuities and the key changes in presidential electoral politics since the rise of the Electoral College in the 1820s. We ask such questions as: are there game changers? What's the invisible primary? Can billionaires buy the presidency? Do presidents change the policy direction of the country? How representative is the electorate? Do campaigns make a difference? What do activists do in presidential elections? Do personal characteristics of the candidates make a difference? Is the Electoral College a problem for democracy?*

*Political sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 042. Is Congress Over? (AP)**

*If Congress is so widely despised as an institution then what's the point of having it? Without a representative assembly, to be sure, democracy becomes plebiscitary and juristocratic. But a well-functioning national legislature is hardly guaranteed because legislatures are inherently unstable - even fluid --- institutions. Congress today is not the same institution it was a decade ago or a century ago. With these premises in hand we explore the evolution of the House and the Senate, We also treat the congressional career, majority and minority rights, parties in Congress, House-Senate differences, enactment productivity, political polarization, and gridlock. Other issues include money and interest group influence given sharp ideological polarization (the puzzle here is: how does money matter if members of Congress already have very firm positions?), the committee system, how congressional elections shape the institution, influence on the bureaucracy, presidential influence on the legislative process, congressional interaction with the federal judiciary, and the difficulty of conceptualizing and measuring representation. Prior course work in or detailed knowledge of American politics is required*

*Social sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 043. Environmental Policy and Politics (AP)**

*(Cross-listed as ENVS 022)*

*Topics in environmental politics, policy, and law. In the United States, we focus on national regulation and proposals for more flexible responses to achieve environmental goals; environmental movements and environmental justice; the role of science in democratic policy-making; courts and the impact of federalism, the commerce clause, and rights on regulation. The course also considers the role and efficacy of supranational institutions and NGOs and controversies between more and less developed nations. Topics include most of the following: air and water pollution, common-pool resource problems, toxic and radioactive waste, sustainable development, food, natural resource management, wilderness, environmental racism, effects of climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS ESCH, GLBL-Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 043B. Environmental Justice: Theory and Action (AP)**

*Examines historical, political, and activist roots of the field of environmental justice. Using interdisciplinary approaches from political ecology, environmental science, history, geography, cultural studies, and social movement theory, we analyze diverse environmental justice struggles and community activism in contemporary environmental issues such as: air quality and health, toxic contamination and reproductive issues, sustainable agriculture and food security, fossil energy-coal, oil, hydro-fracking-and livelihoods, climate change and climate justice. Course incorporates a community-based learning component.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ENVS, ESCH*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 044. Markets and Morality (TH)**

*The course will investigate the place that markets and market outcomes should have in a free society. Topics covered will include: competing concepts of freedom; the proper sphere of market activity (what should and should not be for sale); theories of fairness and distributive justice; and what should be done to balance freedom and equality in the economic sphere. Prerequisites: ECON1 and ONE of the following POLS 11, 12, 34, 47, 100, or 101; PHIL 11, 21 41, 101, or 121. Co-taught with Mark Kuperberg under ECON 43.*

*Social Sciences*

*1 credit*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 045. Disaster Politics and Policies (CP)**

*Cross listed ENVS 021*

*How does the trauma of disaster influence political processes, institutions, and leaders? How do political processes, institutions, and leaders affect disaster events and their aftermath? Do disasters lead to meaningful policy change, or is their impact fleeting? This course examines the political and policy dynamics associated with disasters-- those that are predominantly "natural" (e.g., hurricanes and tornadoes), and those that result mainly from human action or inaction (e.g., airplane crashes, mass shootings, building collapses). Using a variety of cases from different historical periods, different regions of the world, and different levels of political analysis (national, regional, and local), this course will examine the causes and consequences of disaster, policy-making and disaster, and the new professional field of disaster management. We will look critically at the role of NGOs and international aid in disaster relief, as well as international institutions.*

*Comparative*

*Political sciences.*

*1 credit.*

*Eligible for ENVS, GBLB-Core*

*Spring 2022. White.*

*Fall 2023. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 047. Ethics and Economics (TH)**

*The discipline of economics has a huge influence in today's world, but from a philosophical perspective its fundamental presuppositions are extremely controversial. This course aims to shed light on those presuppositions by drawing on writings from philosophers, sociologists, political scientists and historians as well as economists themselves. We begin by assessing its claim to moral and political neutrality, focusing in particular on efficiency, GNP, and rational choice. Next we consider three of its basic concepts: money, property and markets. What exactly is money? What justifies private ownership? And should some things simply never be for sale? In the final part of the course we inquire into how the two central questions of ethics -- What ought I to do? And what is the good life? -- bear on our assessment of production and consumption.*

*Social sciences.*

*1 credit.*

*Spring 2023. Thakkar.*

*Spring 2024. Thakkar.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 048. The Politics of Population (CP)**

*(Cross-listed as ENVS 023)*

*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.

Comparative

Social sciences.

1 credit.

Eligible for ENVS, GBLB-Core

Spring 2023. White.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 050. International Relations of East Asia (IR)**

*After the Cold War's conclusion, East Asia emerged as a geopolitical hotspot rife with tension and conflict. The course investigates how regional identity, U.S. presence, historical trauma, nationalism, cultural diversity, and the rise of China shapes the region's security landscape, institutional architecture and international political economy. Students will be expected to draw connections between theory and contemporary examples drawing on historical and culturally sensitive perspectives.*

Social Science.

1 credit.

Eligible for GBLB - Paired

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 051. Global Justice (TH)**

*The idea of "global justice" has become increasingly influential in contemporary political philosophy. Its advocates argue that the complex challenges of a globalized world require theoretical principles which transcend specific nation-state contexts. In this political theory seminar, we shall explore the conceptual, normative, and institutional insights of the global justice literature. Topics may include: global resource inequalities and the prospect of international distributive justice; the ethics of immigration, migration, and border control; new perspectives on sovereignty, citizenship, and international law; cosmopolitan ethics and human rights; climate change and natural resource politics; just war theory and the legitimacy of humanitarian intervention; the ethics of global philanthropy and developmental aid. Throughout, we shall assess the performance of existing global governance institutions, while considering new frameworks for promoting transnational public spheres and holding powerful global actors accountable.*

Social Science.

1 credit.

Eligible for GBLB-core

Spring 2022. Arlen.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 052. Comparative Political Theory: Chinese and Western Traditions (TH)**

*This course examines some of the similarities and differences between Western and Eastern traditions of political thought. Through the course, we will introduce the students to the richness of both political theoretical traditions, and critically evaluate some "conventional wisdoms" (e.g. that Confucianism and democracy are antithetical). We will first review the concept of comparative political theory and its methodology, before moving on to discuss a range of classic topics in political theory, such as happiness, liberty and rights. For each topic, we will first review influential voices in the Western tradition before examining influential Chinese texts and exploring whether we may synthesize their insights. We will conclude the course with a discussion of intercultural political dialogue today.*

*This course does not fulfill the department's political theory requirement - only POLS 11, 12, 100, and 101 fulfill the requirement. This course is open to those with no political theory background and open to students who are not POLS majors or minors.*

Social Sciences

1 credit.

Eligible for GBLB Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 054. Identity Politics (CP)**

The term "identity politics" has become a mainstay of contemporary political discourse. In both scholarly and public debates, it is used to describe and make sense of phenomena as diverse as multiculturalism, white nationalism, civil rights, the women's movement, LGBTI activism, separatist groups, and violent ethnic conflicts. Identity is central to politics, but are all identities political? Where do identities come from and why do they matter for social and political life? Do we have the freedom to choose our own identities or are they ascribed to us by others? And to what extent do our identities dictate what we can do, think, know, or feel? This class offers an introduction to the politics of identity. Over the course of the semester, we will investigate how categories like class, race, gender, ethnicity, nation, religion, and sexuality impact politics and struggles for power around the world. Our readings will explore debates around the politics of recognition and representation, authenticity and cultural appropriation, corporate diversity and neoliberal multiculturalism, positionality and situated knowledge, oppression and empowerment, and intersectionality. Students will have the opportunity to conduct independent research on identity related topics of their choice.

Comparative

Social sciences.

1 credit.

Eligible for INTP; GLBL-Core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 055. Ethics and International Relations (IR)**

Ethical questions are central to the study of international relations. Does justice extend beyond the borders of states? Do we have moral obligations to distant strangers? Do we have an obligation to obey international law? When is war, if ever, just? Who should punish war crimes? In this course we explore the links between international normative theory (what would a just world order look like? how should it be constructed?) and the role norms and ethics actually play in contemporary international relations according to different theoretical perspectives (e.g. realist, constructivist, etc.). Topics include: the nature of ethical reasoning; state sovereignty, national self-determination, and secession; just war, human rights, and intervention; pluralism and cosmopolitanism; Black Lives Matter and international racial justice; transnational environmental responsibility and the ethics of climate change.

Social sciences.

1 credit.

Eligible for ASIA; PEAC

Spring 2023. Emily Paddon Rhoads.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 056. Patterns of Asian Development (CP)**

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.

Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 058 in Spring 2024.

Comparative

Social sciences.

1 credit.

Eligible for ASIA, GLBL-Paired

Fall 2023. White.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 057. Latin American Politics (CP)**

This course examines major topics in Latin American politics from the 20th century to the present, with particular emphasis on Brazil, Chile, Mexico, and Venezuela. These topics include the rise and fall of democracies and dictatorships, the spread of neoliberal economic models, the expansion of social policy and anti-poverty programs, the difficulties of combatting corruption, the problem of violence and its relationship to the drug trade, and the recent ascendance of the left.

Comparative

Social sciences.

1 credit.

Eligible for LALS, GLBL-Paired

Fall 2023. Handlin.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 058. Contemporary Chinese Politics (CP)**

*Just how strong is China? Is it on the path to great power status? This course considers those questions by examining the rise of China in recent decades, along with the political, economic and social backdrop to this historic development. Topics will include China's political and economic development, urban and rural unrest, regionalism and nationalism, music and the arts as forms of political expression, environmental politics, law, justice, and human rights, and the role of the military in Chinese politics. Literature, music, online media and video chat with experts will supplement traditional written materials.*

Professor White is offering this course as an **Honors Preparation** if taken in conjunction with POLS 056 in Fall 2023.

Comparative

Social sciences.

1 credit.

Eligible for ASIA, GLBL-Paired

Spring 2024. White.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 059. Middle East Politics (CP)**

*This course offers an introduction to the politics of the Middle East and North Africa from World War I to the present. As a region that is popularly perceived as an arena for intractable ethnic and religious conflict, authoritarian political regimes, and social and economic underdevelopment, the Middle East has long been a critical site in global affairs. Recent events such as the toppling of long-standing governments in places like Egypt, Tunisia, and Libya during the so-called "Arab Spring," the electoral successes of Islamist political parties in countries with a history of secular rule such as Turkey, and the repercussions of the on-going civil war in Syria, including the displacement of millions of persons, renewed bids for Kurdish autonomy, and the rise of ISIS have raised new and pressing questions about the future of the region. This course aims to help students contextualize and better understand the current political climate by tracing the roots of these conflicts to the longer history of state and nation formation in the Middle East. Throughout the semester students will learn about political, economic, social, and cultural developments within a number of countries in the Middle East and North Africa. Topics covered include colonialism, imperialism, and nationalism, political Islam, revolutions and social movements, the Arab Spring, and U.S. involvement in the region. No prior knowledge of the Middle East is necessary.*

Comparative

Social Sciences.

1 credit.

Eligible for GLBL-Paired

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 061. American Foreign Policy (IR)**

*This course analyzes the formation and conduct of foreign policy in the United States. The course combines three elements: a study of the history of American foreign relations since 1865; an analysis of the causes of American foreign policy such as the international system, public opinion, and the media; and a discussion of the major policy issues in contemporary U.S. foreign policy, including terrorism, civil wars, and economic policy.*

Prof. Tierney is willing to work with select honors students enrolled in POLS61 in **Spring 2024** to convert this course into an honors prep. Students must be enrolled in POLS61 (no exceptions) for this option, and commit to meeting with Prof. Tierney regularly and fulfilling extra assigned work.

Social sciences.

1 credit.

Eligible for GLBL-Paired

Spring 2022. Tierney.

Spring 2023. Tierney.

Spring 2024. Tierney.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 062. The Politics and Practice of Humanitarianism (IR)**

*Humanitarianism has become a central feature of world politics. It is complex and contested. This course aims to provide the critical, conceptual and theoretical tools necessary to engage with the realities of humanitarian emergencies. It explores a range of questions: What is humanitarianism and how has it evolved historically? What are humanitarianism's core ethical and political dilemmas? What sets of interests and power relations shape the impact of humanitarian action at the global, national and local levels? How are new technologies, innovation and the private sector transforming humanitarian governance? What are the ethical issues involved with the study of humanitarianism?*

Social Sciences

1 credit.

Eligible for PEAC

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 063. African Politics (CP)**

*This course provides an introduction to contemporary African politics with a strong focus on political dynamics in particular African countries. We begin with Africa's political history, examining pre-colonial structures, the impacts of colonialism, the post-colonial state and practices of power. We then examine the social forces that shape contemporary politics (e.g., ethnicity, religion, gender, class) and the range of regime types that have emerged in recent history. The final part of the course focuses on the economic dimensions of politics, conflict dynamics on the continent and the role of local, regional and international actors in addressing development, peace and security issues. The core concepts and theories explored in the course are brought to life through a semester-long reporting project in which students work closely over Skype with experts in the region.*

Note distributional change from IR

Social sciences.

1 credit.

Eligible for BLST; GLBL-Paired; PEAC

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 064. African American Political Thought (TH)**

*This seminar is an engagement with African American political thought from approximately 1830 to the present. We will focus on issues such as slavery, systemic racism, and segregation, as criticized by prominent African American philosophers, public intellectuals, and activists. However, we will also use their texts to explore broader themes in political theory about the meaning of "freedom" and the burdens of democratic citizenship. These include debates among African American intellectuals about coalition building, civil disobedience, violence, organized religion, gender, social class, education, economic organization, and American foreign policy. We will think critically about how African American political thinking both intersects with and challenges Eurocentric philosophical traditions, and how it intersects with intellectual and political movements in the broader African diaspora community.*

*The syllabus may include thinkers such as David Walker, Frederick Douglass, Sojourner Truth, Martin Delany, Harriet Jacobs, Booker T. Washington, W.E.B. Du Bois, Ralph Ellison, James Baldwin, Martin Luther King Jr., Stokely Carmichael, Harold Cruse, Malcolm X, Angela Davis, Toni Morrison, Cornel West, Clarence Thomas, and Barack Obama.*

Social sciences.

1 credit.

Eligible for GLBL, BLST

Spring 2023. Arlen.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 066. International Political Economy (IR)**

*This seminar examines how political actors (attempt to) govern as well as shape economic events. The seminar introduces the classic texts of International Political Economy (IPE), such as Adam Smith's *The Wealth of Nations*. It also discusses core contemporary texts and debates in the study of international political economic relations. Topics include the international trading system, global financial and monetary systems,*

*the issue of economic development, the Great Recession, and the role of the United States in global economic governance. Through these discussions, the seminar also examines the key institutions in the contemporary governance as well as private actors such as multinational firms. Prof.Kaya is willing to work with select honors students enrolled in POLS 066 to convert this course into an honors prep in IPE (i.e. the equivalent of POLS116). Students must be enrolled in POLS 066 (no exceptions) for this option, and commit to meeting with Prof.Kaya every other Friday and fulfilling extra assigned work.*

*Students taking this course will not be eligible for POLS116A/B.*

*Prerequisite: POLS 004 and an introductory Economics course.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Spring 2023. Kaya.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 070B. Politics of Punishment (AP)**

*The question of why the United States has become a vastly more punitive society-some 2.3 million Americans are held in jails and prisons throughout this country, at last count-is the subject of this upper-level division seminar. The aim of the seminar is to provide both a critical and in-depth exploration of the interplay among American electoral politics, public concerns regarding crime, and criminal justice policy. Among the central questions we will examine are: How is it that so many Americans are either locked up behind bars or under the supervision of the criminal justice system? And where did the idea of using "jails" and "prisons" as instruments of social and crime control come from? What explains the racial and class differences in criminal behavior and incarceration rates? What does it mean to be poor, a person of color-and in "jail" or "prison?" How and why does criminal justice policy in this country have its roots in both the media culture and political campaigns? And how might "politics" underpin what is known as "felon disenfranchisement" or "prison-based gerrymandering?" What are the implications of such political practices for broader questions of racial, economic, and social justice? And importantly, what are the prospects for reform of America's incarceration complex?*

*Enrollment only by permission of the instructor.*

*Social sciences.*

*1.5 credit.*

*Eligible for BLST*

*Spring 2022. Reeves.*

*Spring 2023. Reeves.*

*Spring 2024. Reeves.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 071. Negotiating the U.S. Polyscape (AP)**

*Americans are reputed to show particular disfavor toward government compared to our counterparts in other developed democracies. And yet, there are over 93 thousand governmental entities with jurisdiction over 330 million Americans. The federal government alone spends between 4 and 6 trillion dollars every year to execute over 30 thousand statutes (in addition to hundreds of thousands of administrative regulations and court orders). This enormous scale of government not only belies the myth of a libertine America, but it suggests Americans actually cannot get enough government. What gives? To understand this conundrum-and more broadly the contours of American politics-one must understand the role of public policy. How are policies made? What are the effects of policy? What factors contribute to policy success or failure? How do policy design and issues with implementation contribute to public sentiment? We often think about the need for new policies to solve our problems, but give less attention to the role existing policies continue to play in our lives. In the course, we will analyze public policy through a political science lens, utilizing the concepts of path dependency, layering, drift, conversion, policy feedback, and unforeseen externalities to better understand the American polyscape. We will conclude by assessing whether America is governable in the year 2022.*

*Social sciences.*

*1 credit.*

*Spring 2022. Sean Diament*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 072. How the Sausage Is Made: Policymaking in America (AP)**

*This course provides a realistic introduction to how public policy is made in the United States today. It examines how people (voters, activists, wealthy individuals, lobbyists, politicians, bureaucrats, and judges), organizations (interest groups, firms, unions, foundations, think tanks,*

political parties, and the media) and political institutions (Congress, the presidency, the bureaucracy, and the judiciary) interact to create and implement public policy in the United States.

Students will acquire tools of proven usefulness for practical political analysis and get to practice them in fun and sometimes challenging exercises. Students who complete the course will be equipped to participate in policy-making in a sophisticated and effective fashion.

Social sciences.

1 credit.

Fall 2023. Schwarz.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 075. International Politics: Special Topics: The Causes of War**

The causes of war is arguably one of the most important issues in the field of international politics. In each week of the course, a candidate theory will be examined, and a specific war will be analyzed in depth to test the validity of the theory. Topics will include revolution and war, capitalism and war, misperception and war, and resource scarcity and war. The course will conclude with a discussion of the future of war, particularly the likelihood of conflict among the great powers.

Social sciences.

1 credit.

Eligible for PEAC, GBLB-core

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 076A. Special Topics: Political Theory**

Social Sciences.

1 credit.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 076B. Special Topics: Political Theory**

Social Sciences.

1 credit.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

### **POLS 079. Islam, Race, and Empire (CP)**

Since 9/11, Muslims in Europe and the United States have been at the center of contentious political debates about the meaning of secularism, citizenship, and democracy. From Donald Trump's Muslim Ban to feminist critiques of the Islamic headscarf, politicians and pundits across the political spectrum have questioned Islam's compatibility with Western values and ways of life. These disputes belie longer and messier histories of empire, colonialism, and the War on Terror, through which categories such as "Islam" and "Muslims" have been racialized into a monolithic brown Other in contrast to the "West." Drawing on a range of intellectual traditions, including postcolonial theory, ethnic studies, anthropology, and critical race studies, this course examines how imperial legacies and enduring ideas about racial, religious, and ethnic difference structure contemporary debates about Islam and Muslims in Europe and North America. Over the course of the semester, we will read works by prominent theorists such as Wendy Brown, Frantz Fanon, Lila Abu-Lughod, Mahmood Mamdani, Edward Said, and Gayatri Spivak, and discuss how Islam figures into public conversations about anti-Semitism, citizenship and democracy, gender and sexuality, multiculturalism, national identity, secularism, tolerance, and political violence. Through our readings and discussions, students will learn about the diversity of lived experiences of Muslims in Western societies and explore the connections between race, religion, and the afterlives of empire.

Comparative

Social Sciences.

1 credit.

Eligible for GBLB-Core, GMST, ISLM, INTP, GSST

Spring 2023. Balkan.

Catalog chapter: Political Science

Department website: <http://www.swarthmore.edu/political-science>

## **POLS 080. Civil Wars (IR)**

*Civil war is the dominant form of political violence in the contemporary world. Since the Second World War, most conflict has been focused within rather than between states (i.e., civil war). Drawing on a thriving and diverse area of scholarship in political science, this course explores the causes, dynamics and consequences of civil wars, as well as regional and international interventions and post-conflict legacies. Among the central questions we will examine are: What are the individual, group and state level factors that may cause civil wars to break out? What are the gendered dimensions of civil war and civilian agency? Why are some civil wars longer and more severe than others? How are civilians, households and communities impacted by civil war and how do they cope? How do civil wars end and what can local, regional and international actors do to facilitate their termination? To explore these and other questions, students will be introduced to key concepts, theories and a variety of research approaches, including qualitative, quantitative, and interpretive methods as well as micro- and macro-level analysis. Contemporary and historical cases we will examine include: Syria, South Sudan, Nigeria, Rwanda and Yugoslavia.*

*Political sciences.*

*1 credit.*

*Eligible for GBLB- core; GSST, PEAC*

*Spring 2022. Paddon Rhoads.*

*Fall 2022. Paddon Rhoads*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 081. Global Environmental Governance (IR)**

*Cross-listed with ENV5 028*

*Global climate change, in particular, and environmental issues, in general, have moved to the forefront of public debates. This course examines the governance of these issues from an International Relations perspective. Topics include: multilateral trade agreements and the environment; United Nations processes, agreements, and institutions; climate change finance and environmental foreign aid; multilateral development banks (including the World Bank and the Asian Infrastructure Investment Bank) and environmental governance; non-state actors; social movements; and global environmental governance and great powers. The course will begin with a political-economic conceptualization of global environmental governance and also introduce students to some fundamental concepts in public policy and environmental regulation. Given this is taught primarily from global governance and International Relations perspectives, it is not suited to students looking to engage in particular countries' environmental regulation, though student presentations will examine differences across some countries. It is ideal for students to have taken POLS4 prior to taking this course, and students should be ready to apply basic economic concepts to environmental regulation (without which their understanding of the governance of climate change cannot be advanced).*

*Prerequisite: One political science course*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core; ENV5*

*Fall 2022. Kaya.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

## **POLS 082. Surveillance and Repression (CP)**

*All states collect information on citizens and use violence to counter certain threats to their authority. But the extent of such activity, and its implications for the liberty and wellbeing of citizens, can vary widely across time and space. Focusing on the United States and Latin America, this course examines the politics of state surveillance and repression. We first investigate the growth of the US surveillance state in the second half of the 20<sup>th</sup> century and the role of surveillance and repression in several authoritarian regimes in Latin America during that time period. We then consider how technological changes have amplified the capacity of states to surveil citizens in the 21<sup>st</sup> century and the struggles of different societies across the Americas to place appropriate limits on such activity, examining topics like mass communications collection, the spread of commercial spyware, the exportation of surveillance technologies to Latin American countries by both the US and China, and the role of big tech companies whose business models has been termed "surveillance capitalism."*

*Comparative*

*Social Science.*

*1 credit.*

*Eligible for LALS, PEAC*

*Spring 2023. Handlin.*

*Spring 2024. Handlin.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 083A. Special Topics: Foreign Policy of Authoritarian Regimes**

*This course is divided into two parts. First, it explores whether there is an "authoritarian" style of foreign policy. What unique domestic political challenges/constraints do authoritarian leaders face when crafting foreign policy? Moreover, how do differences among authoritarian regimes affect their foreign policies? The second part examines how authoritarian regimes "perform" in 5 areas of foreign policy: (1) grand strategy; (2) defense spending; (3) conflict initiation; (4) participation in international institutions/society; (5) foreign economic policy (trade, finance).*

*Prerequisite: POLS 004*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 085. U.S. National Security (IR)**

*This course is run in conjunction with the Foreign Policy Research Institute, a think tank in Philadelphia. The course will provide in-depth knowledge of major challenges in US national security as well as an insight into how think tanks operate. Students will meet at the FPRI offices in center city Philadelphia for a seminar, once per week. Each class will feature guest speakers from the academic and policy worlds. The course will cover topics including Syria, Russia, informational warfare and propaganda, artificial intelligence, drones, terrorism, and China and East Asian security. Students will learn about FPRI's research programs, educational activities, podcasts, and journals. The final project will be a research paper that will be communicated to policy-makers in Washington, D.C. and elsewhere.*

*Social Science.*

*1 credit.*

*Eligible for GBLB - Paired*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 086. The United States and Latin America (CP)**

*This course examines the complex and checkered relationship between the United States and Latin America. The first half of the course locates this relationship within the post-colonial context and explores how US policy toward Latin America changed over the course of the late 19<sup>th</sup> and 20<sup>th</sup> centuries, with particular attention to the role of commercial interests, the geopolitics of the Cold War, and the often adverse consequences of US intervention for Latin American peoples and their struggles for democratic self-determination. The second half of the course explores a series of contemporary issues in depth, including free trade agreements, drug war policy and transnational criminal networks, the contentious politics of immigration, and the implications of China's recent challenge to US hegemony in the region.*

*Comparative*

*Social Science.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 087. Water Policies, Water Issues: China/Taiwan and the U.S.**

*(Cross-listed as CHIN 087)*

*Access to fresh water is an acute issue for the 21st century, and yet civilizations have designed a wide range of inventive projects for accessing and controlling water supplies over the centuries. Fresh water resource allocation generates issues between upstream and downstream users, between a country and its neighbors, between urban and rural residents, and between states and regions. This course examines a range of fresh water issues, comparing China and the U.S. Topics include dams and large-scale water projects (e.g., rerouting rivers); water pollution; groundwater depletion; industrial water use (e.g., for hydrofracking); impact of agricultural practices; urban storm water management; wetlands conservation; desertification; desalination. In the U.S. context especially, issues of water rights regimes and property rights, privatization, and commodification of water will receive attention. Which claims upon fresh water resources come first? What role do governments, transnational organizations, corporations, NGOs, and grassroots citizens' movements play in these water decisions? Guest lectures will emphasize science and engineering perspectives on water management. Chinese language ability desirable but not required.*

*Social sciences.*

*1 credit.*

*Eligible for ASIA, ENVS*



Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 087A. Attachment: Policies and Issues of Fresh Water Resources in China/Taiwan**

*(Cross-listed as CHIN 087A)*

*This is an attachment to POLS 087. Students who complete the course have the option of adding a 0.5 credit field work component. Field work will be conducted in China under the supervision of Professors Nackenoff and Kong, and will include specific Chinese language training in the vocabulary used in the field of environmental studies.*

*0.5 credit.*

*Eligible for ASIA, ENVS*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 090. Directed Readings in Political Science**

*Available on an individual or group basis, subject to the approval of the instructor.*

*1 credit.*

*Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 092. Senior Comprehensives**

*Open only to senior course majors completing the comprehensive requirement.*

*Social Science.*

*0.5 credit.*

*Spring 2022. Balkan.*

*Spring 2023. Balkan.*

*Spring 2024. STAFF.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **ENVS 092A. UNFCCC COP and International Climate Regime**

*The Conference of the Parties (COP) to the United Nations Framework Convention on Climate Change (UNFCCC) is a critically important annual event for global action on climate change, but it is situated within a broader and more complex international climate change "regime". This course provides a foundation for understanding the COP negotiations from a multitude of perspectives stemming from and external to the UNFCCC - including international relations, sustainable development, and multi-level climate governance. Key topics include: the structure of the Paris Agreement (e.g., mitigation, adaptation, loss & damage, etc.) and other relevant multilateral agreements (e.g., 2030 Agenda for Sustainable Development, Sendai Framework for Disaster Risk Reduction, New Urban Agenda, etc.), power dynamics in multilateral climate negotiations, the role of non-state actors (e.g., sub-national governments, NGOs, private sector, activists, etc.), and models for regime change to help meet the urgency of the moment. The course will also cover current issues to be negotiated at this year's conference and other timely analyses. Though not required, students are recommended to take POLS 081: Global Environmental Governance concurrently for a further holistic view on environmental governance beyond climate change.*

*\*Note: This .5-credit course is open to all students, of whom only a subsection will be selected via an application process to attend COP. That said, all students in the course will have meaningful opportunities to engage virtually with the COP and related UNFCCC events.*

*Additionally, there will be at least one opportunity for students in the course to optionally attend a high-level, climate policy event in NYC (possibly at UN Headquarters).*

*0.5 credit.*

Eligible for POLS.  
Fall 2021. Kaya, Tier.  
Fall 2022. Staff.  
Catalog chapter: Environmental Studies  
Department website: <http://www.swarthmore.edu/environmental-studies>

## **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.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

## **Seminars**

*The following seminars prepare for examination for a degree with honors:*

### **POLS 100. Ancient Political Thought**

*This course will consider the development of political thought in the ancient and medieval periods and the emergence of a distinctively modern political outlook. Special attention will be paid to the differences between the way the ancients and the moderns thought about ethics, reason, wisdom, politics, democracy, law, power, justice, the individual, and the community. Key philosophers include Plato, Aristotle, and Hobbes.*

*Social sciences.*  
2 credits.  
Eligible for INTP  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 101. Modern Political Theory (TH)**

*In this seminar, we will study the construction of the modern liberal state and capitalism through the works of Hobbes, Locke, and Rousseau, and then, in more detail, we will examine the greatest critics of the modern age—Marx, Nietzsche, Jung, and Foucault. Marx demands that we take history and class conflict seriously in political theory. Nietzsche connects the evolution of human instinct to the politics of good and evil for the sake of political transformation. Jung establishes psychology and mythology as foundations for politics, and Foucault uses all three of these critics to question the modern subject and the disciplines of power and knowledge that construct selves and politics in a postmodern age.*

*Social sciences.*  
2 credits.  
Eligible for INTP  
Fall 2023. Berger.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 102. Comparative Politics: Greater China**

*Examines contemporary Chinese politics against the backdrop of its revolutionary past. Topics include pathways of political and economic development, the legacy of the Maoist era, the origins and evolution of the modernization and reform program implemented over the last several decades, and the dynamics of political, economic and social change. Also examine issues of political unrest and instability, demographic change and migration, religion and nationalism, institutions and governance, law and human rights, and civil-military relations.*

*Comparative*  
*Social sciences.*  
2 credits.  
Eligible for ASIA  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 105. Constitutional Law in the American Polity (AP)**

*This seminar examines the Supreme Court in American political life, with emphasis on civil rights, civil liberties, and constitutional development. The seminar explores the court's role in political agenda setting in arenas including economic policy, property rights, separation of powers, federalism, presidential powers and war powers, and interpreting the equal protection and due-process clauses as they bear on race and gender equality. Judicial review, judicial activism and restraint, and theories of constitutional interpretation will be included.*

*Social sciences.*

*2 credits.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 108. Comparative Politics: East Asia (CP)**

*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.*

*Comparative*

*Social sciences.*

*2 credits.*

*Eligible for ASIA, GLOBL-Paired*

*Fall 2021. White.*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 109. Comparative Politics: Latin America (CP)**

*A comparative study of the political economy of Mexico, Chile, Guatemala, Nicaragua, Colombia, El Salvador, and Cuba. Topics include the tensions between representative democracy, popular democracy, and market economies; the conditions for democracy and authoritarianism; the sources and impact of revolution; the political impact of neo-liberal economic policies and the economic impact of state intervention; and the role of the United States in the region.*

*Social sciences.*

*2 credits.*

*Eligible for LALS, GLOBL-Paired*

*Fall 2022. Handlin*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 113. International Politics: War, Peace, and Security (IR)**

*This seminar will investigate in depth the issues of conflict, security, and the use of force in contemporary international politics. The course will begin by considering the changing meaning of "security" and by analyzing the major theoretical approaches including realism, liberalism, and constructivism. The course will then tackle some of the great puzzles of international security including the clash of civilizations hypothesis, the role of nuclear weapons, civil wars and intervention, terrorism, and human rights.*

*Social sciences.*

*2 credits.*

*Eligible for GLOBL-Core*

*Catalog chapter: Political Science*

*Department website: <http://www.swarthmore.edu/political-science>*

### **POLS 115. The Politics and Practice of Wartime Humanitarian Action (IR)**

*This seminar explores the history and politics of humanitarianism. Topics include: the origins of the modern humanitarian system; international law and humanitarian principles; the local, national and global politics of contemporary humanitarian action; the role of innovation and technology; non-western approaches to humanitarianism; new humanitarian actors (private sector, transnational civil society, non-state actors); the psychosocial dimensions of aid work; and humanitarian ethics. Students will draw upon in-depth case studies of humanitarian emergencies and will participate in a simulation exercise.*

Social Sciences.  
2 credits.  
Fall 2022. Paddon Rhoads.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 116. International Political Economy (IR)**

*The course studies the main historical and contemporary approaches in international political economy, and focuses on the primary contemporary issues in political-economic relations among states as well as between states and non-state actors. Topics include: domestic-international level interaction in the politics of international economic relations, economic globalization, the international financial and monetary systems, the international trading system, development and aid, economic crises, multinational corporations, interlinkages between economic and security relations, multilateral platforms to address international political economic issues, including relatively new forums such as the G20.*

Prerequisite: POLS 004 and ECON 001  
Social sciences.  
2 credits.  
Spring 2022. Kaya.  
Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

### **POLS 117. Aristotle: Ethics and Politics (TH)**

*Aristotle has a good claim to being the most impressive intellectual ever: his works in metaphysics, epistemology, logic, aesthetics, rhetoric, ethics, politics, physics, biology, zoology and more dominated intellectual life in much of the world for almost two thousand years and they have also inspired some of the most profound philosophical reflections in modernity right up to the present day. He is a difficult writer but one who has rewarded close attention across the ages. This honors seminar offers a close reading of Aristotle's Nicomachean Ethics and Politics, texts that were intended to be read as a pair, alongside contemporary attempts to evaluate and inherit his thought by philosophers such as Alasdair MacIntyre, Martha Nussbaum and Philippa Foot, as well as modern critics such as Thomas Hobbes, David Hume and John Rawls. Topics for discussion will include the meaning of happiness, virtue, justice, wisdom, friendship, the rule of law and the common good, evaluation of different regime types such as democracy, oligarchy, tyranny and aristocracy, and how it is possible to learn from thinkers whose prejudices we sometimes find disturbing.*

Social Sciences  
Spring 2023. Thakkar.  
Catalog chapter: Political Science  
Department website: <https://www.swarthmore.edu/department-political-science>

### **POLS 180. Thesis**

*With the permission of the department, honors candidates may write a thesis for double course credit.*  
2 credits.

Catalog chapter: Political Science  
Department website: <http://www.swarthmore.edu/political-science>

## **Psychology**

Courses

### **Faculty**

<b>FRANK</b>	<b>H.</b>	<b>DURGIN,</b>	<b>Professor <sup>1</sup></b>
<b>JANE</b>	<b>E.</b>	<b>GILLHAM,</b>	<b>Professor <sup>2</sup></b>
<b>ALLEN</b>	<b>M.</b>	<b>SCHNEIDER,</b>	<b>Professor</b>

<b>ANDREW DANIEL CATHERINE JEDIDIAH BARBARA DEON JOHN BENJAMIN ELIZABETH PEIYAO ELIZABETH ELIZA MEKETON,</b>	<b>J. J. D. C. D.</b>	<b>GRODNER, J. THELAMOUR, BENTON, BLANCHAR, ZINSZER, KRAUSE, CHEN, DURNING,</b>	<b>WARD, Associate NORRIS, SIEV, Visiting Visiting Visiting</b>	<b>Professor Associate Assistant Assistant Assistant Assistant Professor Research Administrative</b>	<b>and</b>	<b>Professor Chair Professor Associate Professor <sup>2</sup> Professor Professor Professor (part-time) Fellow Coordinator</b>
<b>ELIZA MEKETON, Research Manager and Academic Assistant</b>						

<sup>1</sup> On leave Spring 2022

<sup>2</sup> On leave 2021 - 2022 Academic Year

*Psychology is concerned with the systematic study of human behavior and experience. Psychologists use diverse approaches to understand human relationships, mental and emotional life, and decision-making, as well as the relationships between language, perception, the mind, and the brain. Topics also include the influence of other people on the individual and the origins and treatment of mental illness.*

## The Academic Program

*The courses and seminars of the department are designed to provide a sound understanding of the principles and methods 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.*

*The Psychology Department offers a course major and minor, honors major and minor, and regularized special majors in neuroscience and in psychology and education. Students may, with approval, develop other individualized special majors, such as psychology and economics.*

## Prerequisites

*The most common way to fulfill the prerequisite for further work in psychology is to take PSYC 001 Introduction to Psychology. A second entry point is a psychology first-year seminar: PSYC 005 First-Year Seminar: Is Nature vs. Nurture the Wrong Question?: Topics in Cognitive Development or PSYC 007 First-Year Seminar: Early Social Cognition.*

## Advanced Placement

*Alternatively, a student may meet the prerequisite for psychology courses with a grade of AP 5 on the psychology Advanced Placement test or a grade of 6 or 7 for psychology in the higher level International Baccalaureate Program, but this practice is not encouraged. In either case, an entering student should seek guidance from the department chair or academic assistant about selection of a first psychology course. Students electing the AP or IB placement option are not permitted to take a core course (numbered in the 30s) in their first semester. (Swarthmore credit is not granted for AP or IB work in psychology.)*

## First Course Recommendations

*Standard (Most Common) first course and pre-requisite for further coursework in Psychology.*

*PSYC 001 Introduction to Psychology. This course introduces the basic processes underlying human and animal behavior-studied in experimental, social, and clinical contexts. Analysis centers on the extent to which typical and atypical behaviors are determined by learning, motivation, neural, cognitive, and social processes. This course is intended for all students and is the most common way to fulfill the prerequisite for further work in psychology.*

First-year seminars that can serve (in place of PSYC 001) as a pre-requisite for further course work in Psychology. Note that first-year seminars are not offered every year.

*PSYC 005 First-Year Seminar: Is Nature vs. Nurture the Wrong Question?. This course focuses on topics in cognitive development and considers each with respect to the nature vs. nurture debate. This course will seek to move beyond the traditional solution of accepting that every developmental process is about nature and nurture working in concert. Instead, we will think more deeply about when the question is a helpful framework, and when it is not. PSYC 005 is intended for first-year students and serves as an alternate prerequisite for further work in the department.*

*PSYC 007 First-Year Seminar: Early Social Cognition. This course explores the underlying cognitive processes that shape infants' and children's understanding of the social world. PSYC 007 is intended for first-year students and serves as an alternate prerequisite for further work in the department.*

Other courses relevant to Psychology that can serve as a pre-requisite for a few intermediate and advanced psychology courses.

*COGS 001 Introduction to Cognitive Science. This course introduces students to the scientific investigation of such questions as the following: What does it mean to think or to have consciousness? Can a computer have a mind? What does it mean to have a concept? What is language? What kinds of explanations are necessary to explain cognition? When taught by a Psychology faculty, COGS 001 counts toward Psychology credit and serves as an alternate prerequisite for courses related to cognitive psychology: PSYC 032/132 Perception: Laboratory Course and Seminar, PSYC 033 Cognitive Psychology, PSYC 034 Psychology of Language, PSYC 133 Metaphor and Mind Seminar, and PSYC 134 Seminar in Psycholinguistics. The course does not serve to fulfill the PSYC 001 prerequisite requirement for most courses in the department or for entry into the Psychology major or minor.*

Other courses open to first-year students that do not count as a pre-requisite for further coursework in the department. Note that these courses are not offered every year.

*PSYC 004 First-Year Seminar: Psychology in Schools. This course introduces psychological theory and concepts by considering their relevance to schools and student learning. This course draws from cognitive, developmental, and multicultural psychology to help students understand and appreciate learning and the diversity of learners. PSYC 004 is intended for first-year students. PSYC 004 does not serve as an alternate prerequisite for further work in the department but can count towards a Psychology major or minor.*

*PSYC 018 Well-being. This course examines individual, interpersonal, and social factors that contribute to social and emotional well-being, as well as interventions designed to promote well-being. Although the course focuses on psychological well-being across a variety of contexts and life stages, a heavy emphasis will be placed on well-being during the college years. PSYC 018 is intended for all students. PSYC 018 does not serve as an alternate prerequisite for further work in the department but can count towards a Psychology major or minor.*

## Course Major

A course major must include at least 8 credits in psychology. One additional credit is required in statistics as a prerequisite for PSYC 025.

Normally, one credit of the 8 credits in psychology may be accepted from a semester abroad. The minimum requirement excludes courses cross-listed in psychology that are taught solely by members of other departments, such as EDUC 021/PSYC 021, EDUC 023/PSYC 023 and EDUC 026/PSYC 026. COGS 001 Introduction to Cognitive Science may be counted in the minimum courses required for the major when taught by a member of the Psychology Department.

A typical sequence of courses toward a major begins with PSYC 001 Introduction to Psychology (or equivalent), followed by a core course (those with numbers in the 30s) or PSYC 025 Research Design and Analysis.

## Requirements

1. PSYC 001 Introduction to Psychology (or equivalent) is normally a prerequisite for all courses in psychology (see the note about prerequisites above).
2. PSYC 025 Research Design and Analysis is a requirement for the major. Note that STAT 011 Statistical Methods (or equivalent, e.g., ECON 031) is a prerequisite for PSYC 025, or may be taken concurrently.
3. At least four core courses in psychology are required (those with numbers in the 30s): PSYC 030 Behavioral Neuroscience; PSYC 031 Cognitive Neuroscience; PSYC 031A Social, Cognitive and Affective Neuroscience; PSYC 032/132 Perception: Laboratory

*Course and Seminar; PSYC 033 Cognitive Psychology; PSYC 034 Psychology of Language; PSYC 035 Social Psychology; PSYC 037 Multicultural Psychology; PSYC 038 Clinical Psychology; PSYC 039 Developmental Psychology.*

4. *Finally, to graduate with a major in psychology, students must also complete a culminating research experience, described below.*

## Comprehensive Requirement: Culminating Research Experience

*Students in the Course Program must satisfy the College's comprehensive requirement in their majors. In psychology, this can be done in one of the following four ways:*

1. *Complete a research practicum in psychology in the senior year: PSYC 101 Research Practicum in Political Psychology; PSYC 102 Research Practicum in Cognition and Perception; PSYC 103 Research Practicum in Behavioral Neuropharmacology; PSYC 104 Research Practicum in Language and Mind; PSYC 105 Research Practicum in Psychology and Neuroscience: Social Imitation; PSYC 106 Research Practicum in Cognitive Development; PSYC 107 Research Practicum in Developmental Psychology; PSYC 108 Research Practicum in Clinical Psychology; PSYC 109 Research Practicum in Social and Emotional Well-Being; PSYC 110 Research Practicum in Cognitive Neuroscience. Students may enroll in these practica to conduct original empirical research for one-half (an option for some practica) or one credit and may take these courses before the senior year without meeting the comprehensive requirement. When taking these courses to meet the comprehensive requirement, the student will normally enroll for one credit and participate in the Senior Research Poster Session.*
2. *Complete PSYC 096 and PSYC 097 Senior Thesis. Admission to the senior thesis program is by application only. Enrollment in 2 credits of senior thesis, one each semester of the senior year, is required. Normally, a B+ average in Psychology and overall is required for acceptance into the thesis. Application to the senior thesis program is usually made by mid-April of the junior year. The list of faculty research interests on the department's website will help students identify the appropriate faculty member to consult when developing thesis plans.*
3. *Complete a PSYC 090 Field Placement in Clinical Psychology in the spring semester of the senior year. Extensive planning in advance is necessary. See the PSYC 090 description.*
4. *Complete PSYC 098 Senior Research Project. With the approval of the faculty, students may select a topic of their choice in psychology and write a substantial paper on the topic based on library research-and possibly some original empirical research. The paper may constitute a significant expansion and extension of a paper or papers written by the student previously for psychology courses, or it may address a topic on which the student has not written before. Students are encouraged, but not required, to select topics that span more than one content area in psychology. In addition to submitting their written reports, students participate in the Senior Research Poster Session. Students receive either one-half or one course credit for satisfactory work on the Senior Research Project, and a letter grade is assigned. Students normally enroll in the course in the fall semester.*

## Acceptance Criteria

*To be accepted as a course major, students must have successfully completed two courses in psychology and be in good standing at the College.*

## Course Minor

*A course minor in psychology requires a minimum of 5 credits taken with psychology faculty at Swarthmore. There is no comprehensive requirement.*

## Requirements

1. *PSYC 001 Introduction to Psychology (or equivalent) is normally a prerequisite for all courses in Psychology (see the note about prerequisites above).*
2. *A minimum of two core courses in psychology (those with numbers in the 30s) is required: PSYC 030 Behavioral Neuroscience; PSYC 031 Cognitive Neuroscience; PSYC 031A Social, Cognitive and Affective Neuroscience; PSYC 032/132 Perception: Laboratory Course and Seminar; PSYC 033 Cognitive Psychology; PSYC 034 Psychology of Language; PSYC 035 Social Psychology; PSYC 037 Multicultural Psychology; PSYC 038 Clinical Psychology; PSYC 039 Developmental Psychology.*

*\*Note: COGS 001: Introduction to Cognitive Science may count towards the completion of a Psychology Minor, but not as a core course, when taught by a Psychology Faculty Member.*

## Acceptance Criteria

To be accepted as a course minor, students must have successfully completed one course in psychology and be in good standing at the College.

## Honors Major

An honors major in psychology requires completing all the requirements for the course major while incorporating three honors preparations in psychology, of which one is a 2-credit senior honors thesis. The other two honors preparations in psychology are composed of two core courses (a course numbered in the 30s) along with their corresponding one-credit seminars (numbered in the 130s).

The Psychology Department currently offers examination in honors in the following fields:

*Behavioral Neuroscience*  
*Clinical Psychology*  
*Cognitive Psychology/Perception*  
*Developmental Psychology*  
*Psycholinguistics*  
*Social, Cognitive and Affective Neuroscience*  
*Social Psychology*  
*Multicultural Psychology*

## Requirements

1. PSYC 001 Introduction to Psychology (or equivalent) is normally a prerequisite for all courses in psychology (see the note about prerequisites above).
2. PSYC 025 Research Design and Analysis is required of honors majors, as it is for course majors. Note that STAT 011 Statistical Methods (or equivalent, e.g., ECON 031, AP Statistics) is a prerequisite for PSYC 025 (or may be taken concurrently).
3. Two seminar-based honors preparations, as described above, must be completed, each consisting of a core course and its corresponding seminar.
4. In all, a minimum of four core courses in psychology (those with numbers in the 30s) must be completed: PSYC 030 Behavioral Neuroscience; PSYC 031 Cognitive Neuroscience; PSYC 031A Social, Cognitive and Affective Neuroscience; PSYC 032/132 Perception: Laboratory Course and Seminar; PSYC 033 Cognitive Psychology; PSYC 034 Psychology of Language; PSYC 035 Social Psychology; PSYC 037 Multicultural Psychology; PSYC 038 Clinical Psychology; PSYC 039 Developmental Psychology.
5. A two-credit honors thesis (PSYC 180), spread over both semesters of the senior year, is the third honors preparation and fulfills the comprehensive requirement in psychology.

## The Honors Examination for Majors

In psychology, the usual form of evaluation is a three-hour written examination prepared by the external examiner and administered during the honors examination period in the senior year. This is followed, during the subsequent examiners' weekend, by an oral examination with the examiner for each of a student's preparations. An honors thesis stands in place of one written examination.

## Acceptance Criteria

Approval of an application to participate in the Honors Program as a major depends upon successfully completing two psychology courses at Swarthmore, normally PSYC 001, Introduction to Psychology, or a psychology first-year seminar, and one core course. Admission to the Honors Program usually takes place in the spring semester of the sophomore year, but students may apply for honors even in the junior year. To be accepted, students must have B+ averages in psychology and overall. Moreover, to continue in honors, students must have attained a B+ average in psychology at the end of the junior year.

## Honors Minor

Completing an honors minor in psychology requires fulfilling the requirements for the course minor while incorporating a single honors preparation in psychology, composed of a core course (a course numbered in the 30s) and its corresponding one-credit seminar (numbered in the 130s). A complete list of available preparations is given above in the section on honor majors.

## Requirements



*A minimum of five credits taken with psychology faculty at Swarthmore, including the honors preparation, are required for the honors minor. PSYC 001 Introduction to Psychology (or equivalent) is normally a prerequisite for all courses in psychology (see the note about prerequisites above).*

*Two of the five credits must be core courses in psychology (those with numbers in the 30s): PSYC 030 Behavioral Neuroscience; PSYC 031 Cognitive Neuroscience; PSYC 031A Social, Cognitive and Affective Neuroscience; PSYC 032/132 Perception; PSYC 033 Cognitive Psychology; PSYC 034 Psychology of Language; PSYC 035 Social Psychology; PSYC 037 Multicultural Psychology; PSYC 038 Clinical Psychology; PSYC 039 Developmental Psychology.*

*The honors preparation is completed by taking the seminar corresponding to one of the aforementioned core courses. In the event that a student is pursuing a course major in addition to an honors minor, the preparation for the honors minor may, with approval of the department, be fulfilled with the completion of a two-credit honors thesis (PSYC 180).*

*Starting with the Class of 2021: In addition to the core course and related seminar for an honors preparation, honors minors are required to include Introduction to Psychology (or equivalent), one additional core course, and PSYC 025 Research Design and Analysis in their programs, for 5 credits of psychology. STAT 011 is required as a prerequisite or co-requisite of PSYC 025. All coursework counted towards a psychology minor must be completed at Swarthmore.*

## The Honors Examination for Minors

*The usual form of evaluation is a three-hour written examination prepared by the external examiner and administered during the honors examination period in the senior year. This is followed, during the subsequent examiners' weekend, by an oral examination with the examiner. If a student pursues an honors minor and a course major and uses an honors thesis as the honors preparation, the form of evaluation consists of an oral examination and the honors thesis stands in place of a written examination.*

## Acceptance Criteria

*Approval of an application to participate in the Honors Program as a minor depends upon successfully completing two psychology courses at Swarthmore, normally PSYC 001, Introduction to Psychology, or a psychology first-year seminar, and one core course. Admission to the Honors Program usually takes place in the spring semester of the sophomore year, but students may apply for honors even in the junior year. To be accepted, students must have B+ averages in psychology and overall. Moreover, to continue in honors, students must have attained a B+ average in psychology at the end of the junior year.*

## Special Major in Neuroscience

*The psychology and biology departments have defined a regularized special major in neuroscience that combines work in the two departments in a way that allows students flexibility in choosing the focus of their Neuroscience majors. Approval and advising for this special major are done through both departments. Details about the course and honors special majors can be found online at [www.swarthmore.edu/academics/biology/neuroscience.xml](http://www.swarthmore.edu/academics/biology/neuroscience.xml). Students interested in developing a special major in Neuroscience are encouraged to consult faculty in both departments.*

## Special Major in Psychology and Educational Studies

*A student wishing to undertake a special major in psychology and educational studies will propose and justify an integrated program that includes 10-12 credits in the two disciplines, as described below.*

## Requirements

*The special major will include 5 credits in courses or seminars taught by members of the department of psychology, including at least 3 core areas (courses numbered in the 30s) and PSYC 025 Research Design and Analysis. It will include at least 5 credits taught by members of the Department of Educational Studies. One of these courses must be EDUC 021 Educational Psychology. Practice Teaching (EDUC 016) and the Curriculum and Methods Seminar (EDUC 017) may not be included in the program.*

## Culminating Exercise/Comprehensive Examination

*Either a two-semester, two-credit interdisciplinary senior thesis, a research practicum (0.5 or 1 credit), a field placement in clinical psychology (PSYC 090, 1 credit) or an integrated comprehensive project (PSYC 098 or EDUC 098, 0.5 credit) suitable to the special major serves to satisfy the comprehensive requirement. Theses and comprehensive projects are supervised by one member of each department. Students wishing to prepare a senior thesis must have averages of B+ in psychology, educational studies, and overall. Application to the senior thesis program is usually made by mid-April of the junior year. Because special majors may not undertake work on a thesis in a semester in which they are student teaching, such students must be sure to apply early and to begin thesis work as second semester juniors.*

## Honors special major in psychology and education

*The requirements for honors require that four honors preparations be included in the special major, including the senior honors thesis. For special majors involving educational studies, theses are supervised by both departments. Normally, the remaining three honors preparations consist of two two-credit seminars in educational studies and one preparation in psychology composed of a core course (a course numbered in the 30s) and its corresponding one-credit seminar (numbered in the 130s), but a program could be proposed involving two preparations in psychology and one in educational studies.*

## Acceptance Criteria

*To be accepted as a special major in psychology and educational studies, a student must have successfully completed two courses in psychology, EDUC 014 Introduction to Education, and be in good standing at the College. To be accepted as an honors special major in psychology and educational studies, a student must have met these requirements and have a B+ average in psychology, educational studies, and overall.*

## Other Special Majors Involving Psychology

*Other individualized special majors including psychology may be designed. A special major in cognitive science, which may involve psychology, is administered through the program coordinator of cognitive science.*

## Transfer Credit

*Transfer credit is handled on an individual basis. Whenever possible, prior approval is recommended.*

## Off-Campus Study

*Swarthmore College encourages its students to include study abroad as part of their educational experience. The Psychology Department recognizes that international study has an important place in the educational programs of its students. Each year, many students take psychology courses while studying abroad.*

*If you are planning to take psychology classes while abroad, we recommend discussing your plans with your faculty advisor in psychology and also with the department chair. The department usually recommends that psychology majors with strong research interests complete their study abroad experience during the fall semester of their junior year so that it does not interfere with applications for summer research fellowships or with the development of senior thesis proposals.*

*With prior approval from the department, students are usually able to apply one credit of psychology coursework from a study abroad program towards the psychology major. This course can occasionally count as a core course in psychology (i.e., as one of the four core courses required for the major) if it covers similar content as a core course. The course can sometimes serve as a pre-requisite to a seminar. Normally, however, core courses that are part of honors preparations (core + seminar prep) must be completed here at Swarthmore. Off campus study courses do not count towards the minor in psychology. In general, all coursework for the minor must be completed here at Swarthmore.*

*Students who would like to receive psychology credit for a psychology course taken at another institution must have taken PSYC 001 or a relevant first year seminar in psychology, or placed out of this requirement through AP or IB work. The department may consider exceptions for students who have taken COGS 001 (Intro to Cognitive Science) when taught by a member of the psychology department.*

## Research and Service-Learning Opportunities

*Students are encouraged to get involved with research at any point in their time at Swarthmore, and many seniors also do field placements through the clinical practicum.*

## Academic Year Opportunities

*There are many opportunities for research with the faculty of the department during the academic year either for academic credit (PSYC 094: Independent Research, PSYC 101: Research Practicum in Political Psychology, PSYC 102: Research Practicum in Perception and Cognition, PSYC 103: Research Practicum in Behavioral Neuropharmacology, PSYC 104: Research Practicum in Language and Mind, PSYC 105: Research Practicum in Psychology and Neuroscience: Social Imitation, PSYC 106: Research Practicum in Cognitive Development, PSYC 107: Research Practicum in Developmental Psychology, PSYC 108: Research Practicum in Clinical Psychology, PSYC 109: Research Practicum in Social and Emotional Well-Being, and PSYC 110: Research Practicum in Cognitive Neuroscience) or as a paid assistant. Students may participate in the design, conduct and analysis of projects at any stage in their program. In the senior year, such experiences, in the form of a thesis (PSYC 096-PSYC 097 or PSYC 180) or research practicum, may constitute the culminating comprehensive experience. The list of faculty research interests on the department's website will help students identify the appropriate faculty member to consult about developing research plans.*

*The clinical practicum (PSYC 090) provides field experience for students who are considering careers in clinical psychology, psychiatry, social work, and counseling. Students undertake field placements in varied settings to gain direct clinical experience. In past years, students have completed placements in organizations providing psychological and educational services to children with autism spectrum disorder and other developmental difficulties, outpatient and inpatient therapy programs for children and adults with anxiety and depression, and non-profits providing clinical and psychosocial support to survivors of violence, immigrants and other underserved populations. Enrollment is often limited to seniors and requires at least a B average in Psychology as well as appropriate course preparation. The clinical practicum is a Community-based Learning course.*

## Service-Learning Opportunities

*PSYC 090 Field Placement in Clinical Psychology is designated as a Community-Based Learning course.*

## Summer Research Opportunities

*Students may apply for summer funding to conduct research in psychology either through the Social Sciences Division or through the Division of Natural Sciences and Engineering, depending on the nature of the research project. Students should seek the sponsorship of a faculty member who is willing to provide guidance in developing and submitting an application. Funding may be obtained to work with faculty members on campus or, in some cases, at another campus or setting. Students planning to prepare a thesis are especially encouraged to consider ways of integrating a summer of research into their thesis work, but all interested students should feel free to explore their options. The list of faculty research interests on the department's website will help students identify the appropriate faculty member to consult.*

## Teacher Certification

*Students who wish to qualify for 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, through a program approved by the Commonwealth of Pennsylvania. For further information about the relevant set of requirements, please refer to the Educational Studies section of the Bulletin.*

## Life After Swarthmore

*Psychology majors have followed a variety of paths after graduation, including into medicine, law, business, information technology, marketing, counseling, finance, theater, and education, as well as into traditional psychology programs leading to clinical practice and/or academic research in psychology, neuroscience and related fields.*

## Psychology 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 typical and atypical behaviors are determined by learning, motivation, neural, cognitive, and social processes.*

*PSYC 001 is a Prerequisite for further work in the department.*

*Social sciences.*

*1 credit.*

*Fall 2021. Ward.*

*Spring 2022. Staff.*

*Fall 2022. Ward.*

*Spring 2023. Staff.*

*Fall 2023. Ward.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **COGS 001. Introduction to Cognitive Science**

*An introduction to the science of the mind from the perspective of cognitive psychology, linguistics, neuroscience, philosophy, and artificial intelligence. The course introduces students to the scientific investigation of such questions as the following: What does it mean to think or to have consciousness? Can a computer have a mind? What does it mean to have a concept? What is language? What kinds of explanations are necessary to explain cognition?*

*Non-distribution.*

*1 credit.*

*Eligible for COGS, PSYC*

*Fall 2021. Staff.*

*Fall 2022. Durgin.*

*Fall 2023. Durgin.*

*Catalog chapter: Cognitive Science*

*Department website: <http://www.swarthmore.edu/cognitive-science>*

### **PSYC 004. First Year Seminar: Psychology in Schools**

*Schools are excellent settings in which to understand human thinking and behavior. Educational psychology, or the study of human teaching and learning, provides a great applied introduction to psychological concepts. This area of psychology also draws upon different areas of the discipline, including cognitive and developmental psychology.*

*In this seminar, we will consider and explore psychology in school settings. To do so, we will rely primarily on academic texts, in addition to essays, film, and personal narratives to support our learning and exploration. In many ways, we will build on our own schooling experiences (what has worked and what hasn't) to think globally about school learning, teaching, and belonging.*

*PSYC 004 does not serve as an alternate prerequisite for further work in the department.*

*Social sciences.*

*1 credit.*

### **PSYC 018. Well-being**

*The course examines individual, interpersonal, and social factors that contribute to social and emotional well-being, as well as interventions designed to promote well-being. Although the course focuses on psychological well-being across a variety of contexts and life stages, a heavy emphasis will be placed on well-being during the college years.*

*PSYC 018 does not serve as an alternate prerequisite for further work in the department.*

*1 credit.*

*Fall 2023. Gillham.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 024. Qualitative Methods**

*This course presents qualitative methods as an expanding approach to research in psychology. Students will critically examine the foundations of qualitative research, particularly in the context of a positivist view of psychological science. In this course, students will collect, analyze, and write up qualitative data using specific modes of inquiry.*

*Prerequisite: PSYC 001 or the equivalent; PSYC 025 is preferred.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 025. Research Design and Analysis**

*How can one answer psychological questions? What counts as evidence for a theory? This course addresses questions about the formulation and evaluation of theories in psychology. The scientific model of psychological hypothesis testing is emphasized, including the critical evaluation of various research designs and methodology, understanding basic data analysis and statistical issues, and the application of those critical thinking skills to social science findings reported in the media. Students also learn to design and conduct psychology studies, analyze data generated from those studies, and write up their findings in the format of a psychology journal article.*

*This course is required for the major prior to the student's senior year. STAT 011. Statistical Methods I must be taken prior to or concurrently with the course.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and STAT 011 or equivalent.*

*Corequisite: STAT 011 or equivalent if not taken previously.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 027. Scientific Computing for Psychology**

*Progress in psychology (and many other fields) increasingly relies on using computational tools for data analysis. This course is intended to provide an introduction to scientific computing for students interested in Psychology, but who have little programming experience. Students will learn Python, a programming language widely used for scientific research, through a process of framing hypotheses, performing statistical tests, and visualizing results using large datasets collected from psychological experiments. Note that this course serves as a possible prerequisite for a more advanced scientific computing course in the Spring.*

*Prerequisite: PSYC 001 and PSYC 025 or permission of Instructor.*

*Social sciences.*

## **PSYC 028. Stereotypes, Prejudice and Discrimination**

*Humans are social creatures; interpersonal relationships and group membership are critical to our survival and well-being. The formation of groups, however, can give rise to ingroup favoritism, stereotyping, and discrimination against outgroup members. This course will examine social psychological theory and research on the causes and consequences of stereotypes, prejudice & discrimination, emphasizing sociocultural, cognitive, personality, neuroscience and motivational perspectives. We will study the development and causes of stereotypes and prejudice, and reasons for their persistence and prevalence. We will consider both the effects that stereotypes and prejudice have on people's perceptions of and behaviors toward particular groups or group members, as well as their effects on members of stereotyped groups. Finally, we will explore the implications of research findings on stereotypes, prejudice & discrimination for education, business and government policies; and will discuss possible techniques for reducing prejudice and discrimination.*

*Prerequisite: PSYC 001*

*Social Sciences.*

*1 credit.*

*Fall 2021. Norris.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 030. Behavioral Neuroscience**

*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.*

*Eligible for COGS*

*Spring 2022. Schneider.*

*Spring 2023. Fobbs.*

*Spring 2024. Fobbs.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 031. Cognitive Neuroscience**

*What neural systems underlie human perception, memory and language? What deficits arise from damage to these systems? This course covers a variety of cognitive neuroscience and neuropsychological methods and what they tell us about human cognition.*

*Prerequisite: PSYC 001*

*Social Sciences.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Zinszer.*

*Spring 2023. Zinszer.*

*Spring 2024. Zinszer.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 031A. Social, Cognitive and Affective Neuroscience**

*This course focuses on the neural underpinnings of cognitive (memory, attention), social (theory of mind, empathy), and affective (emotion, evaluation) processes, as well as how they interact with and contribute to each other. We consider how such processes are implemented at the neural level, but also how neural mechanisms help give rise to social and emotional phenomena. Many believe that the expansion of the human brain evolved due to the complex demands of dealing with others - competing or cooperating with them, deceiving or empathizing with them, understanding or misjudging them. In this course, we review current theories and methods guiding social, cognitive, and affective neuroscience, taking a multi-level approach to understanding the brain in its social context.*

*Prerequisite: PSYC 001.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Norris.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 032/132. Perception: Laboratory Course and Seminar**

*Perception is fundamental to both cognition and action. How does perception work? This combined core-course and honors seminar covers a variety of scientific theories of perception including biological analyses of comparative functional anatomy of sensory systems and the informational "ecology" in which they have evolved, as well as functionalist information processing theories including computational, statistical and inferential approaches. An integrated series of laboratories and demonstrations provides students with experience testing theories of perception empirically. Students will additionally engage in collaborative original research projects. This course counts as a core course in Psychology and as honors preparation in Psychology, Cognitive Science and in Neuroscience.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001. Introduction to Psychology and PSYC 025. Research Design and Analysis, or COGS 001. Introduction to Cognitive Science, or permission of instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*2 credits.*

Eligible for COGS.  
Spring 2023. Durgin.  
Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 033. Cognitive Psychology**

*Cognitive psychology is one of the intellectual foundations on which modern psychological science is built. This course has two principal goals. On the one hand, it provides an integrated overview of a variety of subfields of cognitive psychology including perception, attention, memory, language, concepts, imagery, thinking, decision-making, and problem solving. On the other hand, it develops a coherent conceptual framework for understanding how behavioral experiments can illuminate the workings of the human mind.*

*Prerequisite: PSYC 001 or COGS 001 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2023. Grodner.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 034. Psychology of Language**

*(Cross-listed as LING 034)*

*The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do children acquire it so quickly and accurately? How do we understand and produce it, seemingly without effort? What are its biological underpinnings? What is the relationship between language and thought? How did language evolve? And to what extent is the capacity for language "built in" (genetically) versus "built up" (by experience)?*

*Prerequisite: PSYC 001, or COGS 001, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS, GLOBL-core*

*Fall 2021. Grodner.*

*Fall 2023. Grodner.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 035. Social Psychology**

*Social psychology argues that social context is central to human experience and behavior. This course provides a review of the field with special attention to relevant theory and research. The dynamics of cooperation and conflict, the self, group identity, conformity, social influence, prosocial behavior, aggression, prejudice, attribution, and attitudes are discussed. And is eligible for PEAC credit.*

*Prerequisite: PSYC 001.*

*Social sciences.*

*1 credit.*

*Spring 2022. Ward.*

*Spring 2023. Ward.*

*Spring 2024. Ward.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 037. Multicultural Psychology**

*As individuals, we function in environments we share with others. In those contexts, we learn about what it means to be and how to behave as members of a group or groups. Further, societally, group membership is associated with power and privilege for some, and marginalization for others. In this course, we will review how researchers have conceptualized culture, difference, and multiculturalism. A significant portion of the class will be spent considering race, ethnicity, and culture from a psychological perspective, particularly as they relate to interactions between dominant and nondominant groups. Identity, discrimination, intersectionality, and privilege are a few of the topics we will discuss.*

*GLBL-Core eligibility*

*Prerequisite: PSYC 001*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL-Core eligibility.*

*Fall 2022. Thelamour.*

*Fall 2023. Thelamour.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 038. Clinical Psychology**

*This course is an introduction to clinical psychology. We will survey the field of psychopathology and psychotherapy in the context of specific disorders and syndromes, and with regard to etiology, course, and treatment. Although we will give attention to different theoretical orientations and methods of investigation, we will primarily emphasize empirically supported approaches. That is, we will explore what research tells us about clinical psychology.*

*Prerequisite: PSYC 001.*

*Social sciences.*

*1 credit.*

*Fall 2021. Siev.*

*Spring 2022. Wexler.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 039. Developmental Psychology**

*Do infants have concepts? How do children learn language? These questions and others are addressed in this survey course of physical, cognitive, social, and emotional development during infancy and early childhood. The course asks how and why human minds and behaviors develop, examining the theoretical perspectives and empirical evidence on the nature of developmental change.*

*Prerequisite: PSYC 001.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 040. Political Psychology**

*This course is an intensive study of special topics in political psychology, including political orientation and partisanship, elections and voting, political intolerance and motivated reasoning, authoritarianism and liberty, and protest and activism. An emphasis will be placed on ideology; its psychological underpinnings, functions, and consequences. An empirical research component may be included in this course.*

*Prerequisite: PSYC 001 or permission of the instructor. To request approval, please contact Dr. John Blanchar ([jblanch2@swarthmore.edu](mailto:jblanch2@swarthmore.edu)) and indicate why you would like to take this course, any previous relevant coursework or experience, and how the course fits with your academic program and goals.*

*Social Sciences.*

*1 credit.*

*Fall 2021. Blanchar.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 041. Children at Risk**



*Violence, educational inequality, war, and chronic poverty are key contexts for many children's lives. We consider children's responses to adversity from clinical, developmental and ecosystemic perspectives. In addition, we explore the role of psychology in both prevention and social policy affecting children and families.*

*Prerequisite: PSYC 001 and either PSYC 038 or PSYC 039 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 042. Cognitive Behavior Therapy**

*This course is an introduction to cognitive behavior therapy (CBT). Students will learn the theoretical and empirical bases for cognitive and behavioral interventions across the range of clinical disorders in adults. Through classroom role-playing, experiential exercises, and demonstrations, students will get an opportunity to view and practice the techniques presented in both lecture and reading material. Specific CBT elements covered will include Beckian cognitive therapy, exposure therapies, acceptance- and mindfulness-based approaches, motivational interviewing, dialectical behavior therapy, behavioral activation, and others.*

*This course may not be taken after taking PSYC 138B: Seminar in Clinical Psychology: Anxiety Disorders.*

*Prerequisite: PSYC 001 and PSYC 038*

*Social sciences.*

*1 credit.*

*Fall 2021. Siev.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 043. Computational Methods for Psychology and Neuroscience**

*This course will introduce students to computational approaches to understanding the brain and behavior, through the lens of human learning and memory. We will cover a range of topics including: representation and similarity, correlation, convolution, cognitive models, human electrophysiology, neural oscillations, and supervised/unsupervised learning. Students will gain experience with the methods and their applications through Python-based programming projects.*

*Prerequisite: PSYC 027 or CPSC 021 and Instructor permission. Interested students with experience/coursework in other areas (e.g. psychology, neuroscience, computer science, mathematics/statistics, engineering) are also encouraged to contact the Instructor.*

*Social sciences*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <https://www.swarthmore.edu/psychology>*

## **PSYC 045. The Cognitive Science of Racism in America**

*This four-week intensive course considers myriad ways that limitations and biases in human cognitive systems can contribute not only to bias against perceived others, but how these biases can be systematically recruited to enforce and seemingly justify discriminatory policies and practices in the US. An introductory week will consider consciousness of self vs. other, subsequent weeks will intensively consider in turn, how various evolved cognitive systems designed to make perception, language use, and reasoning powerfully efficient, also render these cognitive systems open to systematic bias and, thus, manipulation. Equal focus will be placed on understanding the sophistication and vulnerability of human cognition.*

*Prerequisite: PSYC 001 or COGS 001, or permission of the instructor.*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 048. Gender and Psychopathology**

*(Cross-Listed as GSST 048)*

*Why are certain clinical syndromes, such as depression, overrepresented among women, while others, such as aggression, are more common among men? This course explores gender differences in emotion socialization, coping styles, and mental illness, including depression, eating disorders, posttraumatic stress, aggressive disorders, and substance abuse. It also critiques definitions of sex and gender and methodological approaches to the study of group differences.*

*Prerequisite: PSYC 001 and PSYC 038*

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 055. Therapy and Change in Families and Larger Systems**

*Understanding families and larger groups as systems is important in treating and preventing both mental and physical illness. This course will introduce you to new ways of thinking about psychopathology, conflict and resilience in families as well as diverse settings -- including schools, hospitals, and larger organizations. We will explore treatment approaches for intrapersonal and interpersonal difficulties from a systemic perspective, using clinical and developmental theory, empirical research, and film as guides to fuller understanding. Case studies from psychiatric, medical, school, and community settings will be highlighted.*

*Prerequisite: PSYC 001 and either PSYC 038 or PSYC 039, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Fall 2023. Reimer.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 090. Senior Field Placement in Clinical Psychology**

*An opportunity for psychology seniors to gain supervised experience in off-campus clinical settings. Requirements include 8 hours per week in an off-campus placement, weekly meetings to discuss placement experiences and relevant readings, and a major term paper. Students are expected to have clinical contact with clients/patients and to have an on-site supervisor. Juniors who are interested in taking Psyc 90 during their senior year should complete the Psyc 90 application by May 1st of their junior year (the year prior to the course). Applications are available online at [this link](#). Students are responsible for arranging a placement, in consultation with the instructor during the fall semester, before the course begins. Students applying for this course must have at least a B average in psychology. This course fulfills the comprehensive requirement in psychology.*

*To apply for a spot in PSYC 090, please complete the application available at [this link](#). Enrollment is limited to seniors. If the course over-enrolls, priority is given to students who are completing majors and special majors involving psychology.*

*Prerequisite: PSYC 001 and PSYC 038 or PSYC 041*

*Social sciences.*

*1 credit.*

*Eligible for CBL*

*Spring 2022. Staff.*

*Spring 2023. Krauss.*

*Spring 2024. Krauss.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 091. Special 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.*

*Prerequisite: PSYC 001 and PSYC 030 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 092. Theories of Psychotherapy**

*This course provides an introduction to several major theoretical approaches to psychotherapy, such as psychodynamic/psychoanalytic, behavioral and cognitive-behavioral, humanistic, and interpersonal/group therapy models. Students will learn how these theoretical frameworks differentially influence assessment, case conceptualization, treatment planning, style of the therapeutic relationship, intervention techniques, and methods of evaluating therapy process and outcomes. Using case vignettes, film demonstrations, classroom role playing, and other experiential exercises, students will learn how these models are applied in real world settings and begin to develop an awareness of their own therapeutic philosophy. Critical analysis of the models will be advanced through ethical considerations and the application of multicultural and feminist perspectives.*

*Senior Comprehensive Credit: When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 038*

*1 credit.*

*Fall 2023. Krause.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 094. Independent Research**

*Students conduct independent research projects. They typically study problems with which they are already familiar from their courses. 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.*

*A Psychology Faculty Member must agree to supervise a student before he or she may enroll in PSYC 094.*

*This course may not be taken as pass/fail.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **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.*

*Registration requires the sponsorship of a faculty member in the Psychology Department who agrees to offer the tutorial.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 096. Senior Thesis**

*A senior thesis, which is a yearlong empirical research project, fulfills the senior comprehensive requirement in psychology. It must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. Admission requirements include a B+ average in psychology and overall, an approved topic, an adviser, and sufficient advanced work in psychology to undertake the thesis. The supervisor and an additional reader (normally a member of the department) evaluate the final product. Students should develop a general plan in consultation with an adviser by the end of the junior year. Students are encouraged to begin thesis work during the summer preceding the senior year.*

*A Psychology Faculty Member must agree to supervise student before enrollment.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 025 and permission of a research supervisor.*

*Social sciences.*

*Writing course.*

*1 credit each semester.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 097. Senior Thesis**

*A senior thesis, which is a yearlong empirical research project, fulfills the senior comprehensive requirement in psychology. It must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. Admission requirements include a B+ average in psychology and overall, an approved topic, an adviser, and sufficient advanced work in psychology to undertake the thesis. The supervisor and an additional reader (normally a member of the department) evaluate the final product. Students should develop a general plan in consultation with an adviser by the end of the junior year. Students are encouraged to begin thesis work during the summer preceding the senior year.*

*A Psychology Faculty Member must agree to supervise student before enrollment.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 025. Research Design and Analysis and permission of a research supervisor.*

*Social sciences.*

*Writing course.*

*1 credit each semester.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 098. Senior Research Project**

*As one means of meeting the comprehensive requirement, a student may select a topic in psychology in consultation with psychology faculty member. Usually prepared during the fall semester of the senior year, the student writes a substantial paper on the topic based on library research or original empirical research. In addition to submitting written reports, students participate in a poster conference at the end of the semester. One-half credit or one credit with a letter grade is awarded for all components of the project. Note that Psyc 98 projects are rare as most faculty do not have capacity to supervise these projects. The common routes for completing the seniors comprehensive requirement include Research Practica courses, Thesis (PSYC 096/097, Psyc 180), and the Field Placement in Clinical (PSYC 090). Registration for PSYC 098 requires the sponsorship of a faculty member in the Psychology Department who agrees to supervise the student's work on the project. See the department website for further details [www.swarthmore.edu/academics/psychology/academic-program/majors-and-minors.xml](http://www.swarthmore.edu/academics/psychology/academic-program/majors-and-minors.xml).*

*A Psychology Faculty Member must agree to supervise student before enrollment.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001, PSYC 025, and permission of a research adviser.*

*0.5 - 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 099. Senior Neuroscience Thesis**

*As one means of fulfilling the neuroscience thesis requirement in the Psychology Department (alternatives include a Research Practicum or a full-year 2-credit thesis project), a student may write a report, regarding research conducted in neuroscience, with a psychology faculty advisor. Enrollment is usually during the fall semester of the senior year. In addition to submitting a substantial paper, students participate in a poster conference at the end of the semester. One-half credit or one credit with a letter grade is awarded for all components of the project.*

*A Psychology Faculty Member must agree to supervise a student before he or she may enroll in PSYC 099.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001, PSYC 025, and permission of the faculty adviser.*

0.5 - 1 credit.

Fall 2021. Staff.

Spring 2022. Staff.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Spring 2024. Staff.

Catalog chapter: Psychology

Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 101. Research Practicum in Political Psychology**

*In this course, students will conduct empirical research projects individually or in small groups in collaboration with the instructor. This includes designing and implementing a study, collecting and analyzing data, and reporting and presenting the findings. Although project topics are somewhat flexible, they will generally focus on topics related to political ideology, attitudes, and behavior. What are the core psychological dimensions of left-wing and right-wing ideology? What psychological factors underlie why people are more politically liberal or conservative? Do liberals and conservatives construe "the self" differently, and if so, why? What underlies libertarianism? What increases the appeal of novelty and change? What are the antecedents of and remedies for political intolerance and censorship? In addition to the class meeting time, additional time is scheduled as needed to conduct research projects. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 or the equivalent, PSYC 025, and either PSYC 040 (concurrently) or PSYC 035*

*Social sciences.*

*1 credit.*

*Fall 2021. Blanchar.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 102. Research Practicum in Perception and Cognition**

*In this course, students conduct research projects singly or in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Project topics are negotiated at the beginning of the semester. Past projects have studied eye-movements and decision-making, perception of the bodily self, self-motion and space perception, metaphor processing, and even experimental demand characteristics. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001, PSYC 025 or permission of the instructor.*

*0.5 - 1 credit.*

*Fall 2021. Durgin.*

*Fall 2022. Durgin.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 103. Research Practicum in Behavioral Neuropharmacology**

*The practicum consists of a weekly meeting in seminar format and a laboratory component. In this practicum students conduct research projects in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Experiments are directed at characterizing and pharmacologically targeting underlying mechanisms mediating abnormal fear memory, based on an animal model of anxiety disorders. When taken in the senior year, this practicum fulfills the comprehensive requirement in psychology and neuroscience.*

*In addition to the seminar meetings, students will have the opportunity to conduct research one day per week Tuesday, Wednesday or Thursday morning from 9:00 - 9:45 AM. Accordingly, students should keep one of the following time blocks open for the duration of the semester:*

*Tuesdays 9:00 - 9:45 am, Wednesdays 9:00 - 9:45 am, or Thursdays 9:00 - 9:45 am.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001, PSYC 025, PSYC 030 or BIOL 022, or permission of the instructor.*

*Lab: One day per week; Tues, Wed, or Thurs 9-9:45 am.*

*1 credit.*

*Fall 2021. Schneider.*

Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 104. Research Practicum in Language and Mind**

*In this course students conduct research projects singly or in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Project topics are negotiated at the beginning of the semester. Past projects have investigated how people understand the perspective of conversational partners, how comprehenders resolve linguistic ambiguity, how perceivers infer what a speaker means from what they have said, and hemispheric differences in the way the brain processes language. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001; PSYC 025. Research Design and Analysis, and permission of the instructor.  
0.5 - 1 credit.*

Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 105. Research Practicum in Psychology and Neuroscience: Social Imitation**

*In this course students conduct research projects singly or in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting an experiment. Project topics are negotiated at the beginning of the semester but will generally focus on topics related to social imitation, including why we tend to imitate others, what purposes social imitation serves, the consequences of social imitation for the experience of empathy, how imitation may give rise to emotional contagion, and how interpersonal factors such as similarity, attractiveness, and race bias may affect imitation. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001; PSYC 025. Research Design and Analysis; either PSYC 031A. Social, Cognitive and Affective Neuroscience or PSYC 035. Social Psychology and permission of the instructor.*

*Social sciences.*

*1 credit.*

Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 106. Research Practicum in Cognitive Development**

*This course provides experience in conducting research with infants and young children. Students conduct research projects singly or in small groups in collaboration with the instructor. Students will design, implement, analyze, and report an experiment. Project topics are negotiated at the beginning of the semester and are focused on language and concept acquisition as well as the interaction between language and cognition early in development. All students meet together for a weekly lab meeting; additional weekly meeting times will be scheduled. When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001; PSYC 025. Research Design and Analysis and permission of the instructor. PSYC 039. Developmental Psychology is strongly recommended.*

*Social sciences.*

*1 credit.*

Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 107. Research Practicum in Developmental Psychology**

*Prerequisite: PSYC 001 or the equivalent, PSYC 039 (Developmental Psychology), PSYC 025 (Research Design and Analysis)  
Social Sciences.*

*1 credit.*

Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 108. Research Practicum in Clinical Psychology**

*In this class, you will work in small groups to develop, design, conduct, analyze, and report an empirical research project. The primary objective is to foster your understanding of all phases of the research process from conception to report.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001; PSYC 025. Research Design and Analysis; PSYC 038. Clinical Psychology.*

*Social sciences.*

*1 credit each semester.*

*Eligible for CBL*

*Spring 2022. Siev.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 109. Research Practicum in Social and Emotional Well-Being**

*This course provides experience in conducting research related to clinical psychology, prevention, and well-being promotion. The course focuses on the development and promotion of social and emotional well-being in adolescents and young adults. Students typically work in groups and collaborate on one or more research projects. Students may work on ongoing projects in the lab and/or develop new projects. Research projects typically focus on: 1) identifying and understanding the psychosocial and contextual factors that promote social and emotional well-being and protect against the development of psychological difficulties (e.g., depression and anxiety); and/or 2) evaluating school- and community-based programs designed to promote social and emotional well-being. Students gain experience in many aspects of the research process, including reviewing research literature, developing research questions and hypotheses, implementing research projects, entering and analyzing data, and presenting on projects and findings orally and in writing (in journal article format). In addition to the class meeting time, additional time is scheduled as needed to conduct research projects.*

*Senior Comprehensive Credit: When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 or the equivalent and PSYC 025: Research Design and Analysis; PSYC 038: Clinical Psychology is strongly preferred.*

*Social sciences.*

*1 credit.*

*Fall 2022. Gillham.*

*Fall 2023. Gillham.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 110. Research Practicum in Cognitive Neuroscience**

*Students conduct research projects in small groups in collaboration with the instructor. Projects include designing, implementing, analyzing and reporting on an experiment. Topics are negotiated at the beginning of the semester and are focused on the brain mechanisms underlying human learning and memory. All students meet together for a weekly lab meeting; additional weekly meeting times are scheduled.*

*When taken in senior year, the course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001, PSYC 025: Research Design and Analysis, and either PSYC 032/132 Perception, PSYC 033 Cognitive Psychology, or PSYC 031 Cognitive Neuroscience, and permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 111. Research Practicum in Multicultural Psychology**

*Senior Comprehensive Credit: When taken in the senior year, this course fulfills the comprehensive requirement in psychology.*

*This course may not be taken as CR/NC.*

*Prerequisite: PSYC 001, PSYC 025, and PSYC 037 or instructor's permission.*

*1 credit.*

*Spring 2023. Thelamour.*

*Catalog chapter: Psychology*

*Department website: <https://www.swarthmore.edu/psychology>*

## **PSYC 180. Honors Thesis**

*An honors thesis, a yearlong empirical research project, fulfills the senior comprehensive requirement in psychology as part of an honors major in psychology. It must be supervised by a member of the department and must be taken as a two-semester sequence for 1 credit each semester. Students should develop a general plan in consultation with an adviser by the end of the junior year. When possible, students are encouraged to begin work on their thesis during the summer before their senior year.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001; PSYC 025. Research Design and Analysis and permission of a research supervisor.*

*Social sciences.*

*Writing course.*

*1 credit each semester.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## Seminars

**Note:** Admission to honors seminars normally requires at least a B+ in the associated core course. Enrollment in seminars is normally limited to 12 students.

### **PSYC 130. Seminar in Behavioral Neuroscience**

*Course previously titled Seminar in Physiological Psychology*

*An analysis of the neural bases of motivation, emotion, learning, memory, and language. Generalizations derived from neurobehavioral relations are brought to bear on clinical issues.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 030. Behavioral Neuroscience or BIOL 022 or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Zinszer.*

*Fall 2022. Fobbs.*

*Fall 2023. Fobbs.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 131. Seminar in Cognitive Neuroscience**

*In this course, we'll examine how the processes for learning, comprehending, and producing language are implemented in the human brain.*

*Drawing on evidence from neuropsychological and brain imaging studies, we'll critically evaluate research on questions like: What brain areas serve in language processing? What are the cognitive functions of these areas, and how do these functions coordinate to make language? How is language affected when the brain is damaged? What are the cognitive and neural consequences of different language learning experiences? In addition to exploring the unfolding answers to these questions, we will develop a familiarity with academic literature in this field and practice the skills of reading, criticizing, and synthesizing primary research to answer scientific questions.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 031, or permission of the instructor.*

*Social Science.*

*1 credit.*

*Eligible for COGS*

*Fall 2021. Zinszer.*

*Fall 2022. Zinszer.*

*Fall 2023. Zinszer.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 131A. Seminar in Social Neuroscience: The Social Brain**



*This seminar focuses on a critical analysis of current social neuroscience literature, covering topics such as person perception, empathy, perspective taking, emotion, attitudes, relationships, stereotypes and prejudice. Students consider evidence from studies using a broad spectrum of methods, including behavioral measures, functional neuroimaging, neurophysiological recordings, neuropsychology and computational modeling.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001. Introduction to Psychology and PSYC 031A. Social, Cognitive and Affective Neuroscience or PSYC 031. Cognitive Neuroscience or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS*

*Spring 2022. Norris.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 032/132. Perception: Laboratory Course and Seminar**

*Perception is fundamental to both cognition and action. How does perception work? This combined core-course and honors seminar covers a variety of scientific theories of perception including biological analyses of comparative functional anatomy of sensory systems and the informational "ecology" in which they have evolved, as well as functionalist information processing theories including computational, statistical and inferential approaches. An integrated series of laboratories and demonstrations provides students with experience testing theories of perception empirically. Students will additionally engage in collaborative original research projects. This course counts as a core course in Psychology and as honors preparation in Psychology, Cognitive Science and in Neuroscience.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001. Introduction to Psychology and PSYC 025. Research Design and Analysis, or COGS 001. Introduction to Cognitive Science, or permission of instructor.*

*Natural sciences and engineering practicum.*

*Lab required.*

*2 credits.*

*Eligible for COGS.*

*Spring 2023. Durgin.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 133. Metaphor and Mind Seminar**

*Metaphor and other forms of figurative language use are fundamental to human thought. Can studying metaphor help us understand the representation of meaning in the brain and the communication of meaning between minds? How do metaphors affect our conceptualization of the world and of each other? This seminar examines scientific theories of metaphor use and understanding from psycholinguistics, cognitive science, philosophy of language, and neuroscience.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 033. Cognitive Psychology, PSYC 034. Psychology of Language or COGS 001. Introduction to Cognitive Science or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 134. Seminar in Psycholinguistics**

*(Cross-listed as LING 134)*

*An advanced study of special topics in the psychology of language. A research component is sometimes included.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 034. Psychology of Language, PSYC 033. Cognitive Psychology, or COGS 001. Introduction to Cognitive Science, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS.*

*Spring 2022. Grodner.*

Spring 2024. Grodner.  
Catalog chapter: Psychology  
Department website: <http://www.swarthmore.edu/psychology>

### **PSYC 135. Seminar in Social Psychology**

*The seminar will provide an opportunity for critical exploration of contemporary topics in social psychology, including findings from cross-cultural and social neuroscience research. Various perspectives and methods for investigating how human mind and social behavior interact with situational and environmental factors are considered. Real world implications and applications are also discussed.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 035. Social Psychology or permission of the instructor. PSYC 025. Research Design and Analysis is strongly preferred.*

*Social sciences.*

*1 credit.*

*Fall 2021. Ward.*

*Fall 2022. Ward.*

*Fall 2023. Ward.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

### **PSYC 138A. Seminar in Clinical Psychology: The Role of Context**

*This course examines the role of context in both the development and treatment of psychopathology. We consider questions regarding the interplay of biology, development, and social/cultural context as we seek to understand the genesis of different psychological disorders, and the forces that maintain, exacerbate, and ameliorate them. Within this framework, we examine how the subjective experience of illness and of the therapeutic relationship affect treatment outcome, how an ecological perspective has informed empirically supported and alternative treatments for a wide variety of psychological disorders, and several current controversies in the theory and practice of clinical psychology.*

*Students may only use one clinical seminar, either PSYC 138A or PSYC 138B as an honors preparation.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 038 or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Catalog chapter: Psychology*

*Department website: <http://swarthmore.edu/psychology>*

### **PSYC 138B. Seminar in Clinical Psychology: Anxiety Disorders**

*This course provides an in-depth look at anxiety disorders, including phobias, panic disorder, agoraphobia, GAD, social anxiety disorder, OCD, and PTSD. We will explore the etiology, psychopathology, and treatment of each disorder, as well as current controversies and future directions. We will give attention to different theoretical orientations and methods of investigation; however, we will primarily emphasize empirically supported approaches. That is, we will explore what research tells us about anxiety.*

*Students may only use one clinical seminar, either PSYC 138A or PSYC 138B as an honors preparation.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 038 or permission of the instructor.*

*Social Sciences.*

*1 credit.*

*Spring 2022. Siev.*

*Catalog chapter: Psychology*

*Department website: <http://swarthmore.edu/psychology>*

### **PSYC 139. Seminar in Cognitive Development**

*This course will introduce students to the basic principles and theories of human cognitive development from infancy through early adolescence. The areas and ideas that will be discussed in this seminar include, but are not limited to, causal learning, number development, memory, concept formation, language development, spatial cognition, and computational modeling. Throughout the course, students will be encouraged to think not just about when key behaviors and abilities emerge, but how those abilities come to exist. Thus, a major focus of this course will be on critically evaluating mechanisms of developmental change.*

*This course may not be taken as pass/fail.*

*Prerequisite: PSYC 001 and PSYC 039. Developmental Psychology or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Eligible for COGS, ESCH.*

*Spring 2022. Benton.*

*Catalog chapter: Psychology*

*Department website: <http://www.swarthmore.edu/psychology>*

## **PSYC 137. Seminar in Multicultural Psychology: Immigrant Adjustment**

*This seminar will bring students to use multicultural theories and concepts to understand the experiences of immigrants as they adjust to their new countries. Questions under consideration include "What does cultural adjustment look like for immigrants?" and "What stressors do undocumented immigrants endure?" The course uses an ecological framework to tackle the multifacetedness of the impact of immigration on the individual.*

*Prerequisite: PSYC 001 and PSYC 037, or permission of the instructor.*

*Social sciences.*

*1 credit.*

*Spring 2023. Thelamour.*

*Spring 2024. Thelamour.*

## **Religion**

*Courses*

## **Faculty**

**GWYNN KESSLER, Associate Professor and Chair**

**Director of Beit Midrash**

**YVONNE P. CHIREAU, Professor<sup>3</sup>**

**STEVEN P. HOPKINS, Mari S. Michener Professor of Religion<sup>3</sup>**

**ELLEN M. ROSS, Howard M. and Charles F. Jenkins Professor  
of Quakerism and Peace Studies**

**MARK I. WALLACE, Professor**

**TARIQ al-JAMIL, Associate Professor<sup>1</sup>**

**Coordinator of Islamic Studies Program**

**JAMES PADILIONI, Visiting Assistant Professor**

**PREA PERSAUD KHANNA, Visiting Lecturer**

**ANITA PACE, Administrative Assistant**

<sup>1</sup>*Absent on leave, fall 2021.*

<sup>3</sup>*Absent on leave, 2021-2022.*

*The Religion Department plays a central role in the Swarthmore academic program. One attraction of the study of religion is the cross-cultural nature of its subject matter. The discipline addresses the complex interplay of culture, history, text, morality, 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 include those of historical, theological, philosophical, literary, feminist, sociological, and anthropological interests. This multifaceted focus makes religious studies an ideal liberal arts major.

## The Academic 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. Majors successfully complete eight credits in religion, including the required Religion Café Senior Symposium in the fall of the senior year, to meet departmental and college graduation requirements. Minors complete five credits in the Religion Department and are not required, but are strongly recommended to enroll in the Religion Café Senior Symposium.

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 very beginning in the major's Sophomore Plan.

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 programs, planned in collaboration with the department. Often a student's independent study project done while studying abroad is expanded into a one or two-credit honors or course thesis upon return to Swarthmore.

## Course Major and Minor

### Requirements

For the major, students are required to take 8 credits total in Religion, including the Religion Café Senior Symposium in the fall of the student's senior year. The Religion Café will be a one-credit seminar style course and will include a term essay assignment. Successful completion of the Religion Café will be the culminating requirement for the course major. Other than completing eight Religion credits, students who major in Religion are free to take a variety of courses of their own choice outside of the discipline, in consultation with their Religion departmental advisor.

To minor in Religion, students are required to complete only five credits in Religion. It is also strongly recommended (but not required) that minors enroll in the Religion Café. See Online Catalog for more information.

It is recommended that majors and minors take one introductory course.

Introductory courses include:

- RELG 003. The Bible
- RELG 004. Radical Jesus
- RELG 005. World Religions
- RELG 006C. First Year Seminar: Apocalypse: Hope and Despair in the Last Days
- RELG 008. Patterns of Asian Religions
- RELG 011. First-Year Seminar: Religion and the Meaning of Life
- RELG 016. First-Year Seminar: Bible and Politics
- RELG 019. First-Year Seminar: Religion and Food
- and all writing (W) courses

Students may choose to write a thesis. Those seniors who desire to complete a one-credit thesis or a two-credit thesis 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 Religion Café Senior Symposium.

With department approval, up to three courses cross-listed but not housed within the Religion Department may count toward the major. Only one such cross-listed course will count toward the minor. Up to two non-Swarthmore courses (i.e., courses taken abroad or domestically) may count toward the major; only one such course is permissible for the minor.

## 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 (generally it is expected that students will have taken two courses in religion before being accepted into the major/minor). A student's demonstrated ability to do at least B/B-work in religion is required for admission to the major in course.*

## Honors Major and Minor

### Requirements

*All honors majors 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, a 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 three-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 paper. Senior Honors Study 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 non-seminar mode of preparation, a revised course paper. A final oral examination by the examiner follows the written exam. 2-credit theses will be read and orally examined by an external examiner (with no extra Senior Honors Study requirement).*

*In the minor, the mode of assessing a student's one 2-credit preparation in religion will also be a three-hour written examination (and the oral) set by an external examiner, along with a Senior Honors Study paper.*

*Seminars and the written and oral external examinations 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 when required, 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.*

## 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.*

## Application Process for the Major or the Minor

*Sophomore applicants: for instructions and more information, please visit the "Sophomore Plan of Study" page under "Advising" on the Office of Academic Success website.*

*Junior and senior applicants: students use the Major Minor Portal available from mySwarthmore to apply for any major, minor, or honors, or make any further changes after sophomore year. Please visit the "Majors, Minors & Honors" page on Registrar's Office website for more information.*

### Please note:

*All applications to the religion major or minor should include a one to two paragraph statement that details the applicant's reason for applying to the department (we encourage curricular breadth and diversity of courses).*

*All religion majors must take RELG 095 Religion Café: Senior Symposium in the fall of senior year.*

## Transfer Credit

*For policy regarding domestic study or any summer study see the Registrar's Office and website: Policies, "Transfer Credit Policy - Credit for Work Done Elsewhere."*

## Off-Campus Study

*In many cases, credit may be earned in the Religion Department for study abroad or at other institutions in this country. Typically, the Religion Department will approve a maximum of 2 religion credits for off-campus study. For international study during the academic year, see the Off-Campus Study Office and website. In addition, students who are seeking credit for study to be completed at other institutions should consult with the Religion Department off-campus study representative prior to enrolling in courses. In order to seek credit for any work completed while away from Swarthmore the general policy is that students must have the Registrar's or Off-Campus Study Office's approval form signed by the Religion Department representative prior to undertaking the course or courses.*

*Further Notes about International Off-Campus Study:*

- 1. Prior to the international study opportunity, speak with your Off-Campus Study advisor. Carefully review all material received from the Off-Campus Study Office.*
- 2. Complete the "Pre-Estimation of Study Abroad Credit" form online*
- 3. While away, contact the Religion Department if any changes are made to the preapproved schedule.*
- 4. During your study away from Swarthmore, keep all relevant course material including syllabi, class notes, papers, and examinations, etc.*
- 5. At the beginning of the semester after your return, meet with an Off-Campus Study Office staff member to organize your materials for evaluation for credit.*
- 6. Complete the "Record of Departmental Materials Submission" (available at the Off-Campus Study Office). At the time you submit all supporting documents (e.g., syllabi, papers, examinations, class notes, etc.) to the Religion Department, have this form signed by the Religion Department representative who oversees transfer credit requests in religion.*
- 7. The Religion Department will then consider credit award and will send the student, the Registrar, and the Off-Campus Study Office its decision. At this time, you may pick up your supporting materials in the Religion Department Office.*

## Religion Courses

### **RELG 001. Introduction to Religion**

*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.*

*Humanities.*

*Writing course.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 002. Religion in America**

*This course is an introduction to religion in the United States, beginning with Native American religions and European-Indian contact in the colonial era, and moving forward in time to present-day movements and ideas. The course will explore a variety of themes in American religious history, such as slavery and religion, politics and religion, evangelicalism, Judaism and Islam in the United States, "cults" and alternative spiritualities, New Age religions, popular traditions, and religion and film, with an emphasis on the impact of gender, race, and national culture on American spiritual life.*

*Humanities.*

*1 credit.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 003. The Bible**

*The Bible has exerted more cultural influence on the West than any other single document; whether we know it or not, it impacts our lives. This class critically examines the Hebrew Bible (Old Testament)-from its Ancient Near Eastern context to its continued use today. We explore a variety of scholarly approaches to the Bible- historical, literary, postmodern-as we read the Bible both with the tools of source-criticism and as cultural critics. Particular focus will be placed on constructions of God, gender, nature, and the "other" in biblical writings as well as the themes of collective identity, violence, and power.*

Humanities.

1 credit.

Eligible for GSST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 003A. Hebrew Bible and its Modern Interpreters**

*When was the last time you read the most important text in the West? The Hebrew Bible isn't what it used to be. In the modern period, the scientific study of the Bible opened up new ways of thinking about sacred texts. This is an introduction to the Hebrew Bible as a literary, historical, political, and religious document. We will explore the use and abuse of the Hebrew Bible by Jews and Christians, paying attention to its role in contemporary culture, politics, and ethics. Reading select books of the Bible, we will emphasize issues of gender and race, revolution and Zionism, genocide and slavery, good and evil.*

Humanities.

1 credit.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 003B. Varieties of Religious Experience in African Diaspora**

*This course explores varieties of Black Diaspora religion through the lens of religious experience -- or all those ways that Black ritual foregrounds sensible encounters with Spirit as an aim of worship. Through reading discussions, lectures, multimedia sources, and social media platform assignments, students will discover aspects of Black Spirit ritual through the domains of the five physical senses: touch, taste, sight, smell, sound; choreography, kinaesthetics and embodied movement; and the Diasporic "sixth senses" of dreams, visions, divination, revelation, spirit possession, trance, and ecstasy.*

Humanities.

1 credit.

Eligible for BLST, LALS

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 004. Radical Jesus**

*(Cross-listed as CLST 004)*

*Discussion-and writing-intensive study of classical and contemporary understandings of the figure of Jesus through analytical reading, classroom dialogue, expository writing, and community engagement. It asks the questions, Who was the real historical Jesus? and, What is the relevance of Jesus for today? Introduction to wide understanding of Greco-Roman cultures and ancient texts, biblical and otherwise, including many of the extracanonical scriptures that did not make the final cut for inclusion in the commonly received New Testament. Also introduction to the Greek alphabet, lexicons, and research tools for New Testament study along with rudimentary Greek terms essential to biblical scholarship and commentary. Instruction is intellectually rigorous and responsive both to skeptical and faith-based readings of Jesus' biography and the Bible. The ground is level in this class: believers and unbelievers, evangelicals and atheists are welcome. No prior background in religious or biblical studies is assumed or required.*

*The class is divided into four three-week sessions with each session devoted to one of the Gospels, and a final week-long session focusing on the Book of Acts. Each session will study the interplay between Christian scriptures along with writings and images about Jesus drawn from the Hebrew Bible, extracanonical writings, film and video, history, theology and fiction. Images of Jesus through time will be tackled: Jewish rabbi, political revolutionary, apocalyptic prophet, queer lover, desert shaman, African messiah, and Native American trickster.*

Humanities.

Writing course.

1 credit.

Eligible for CLST, ENVS, ESCH, INTP

Spring 2023. Wallace.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 004B. Biblical Interpretation**

*A famous rabbinic statement proclaims, "If you wish to know The-One-Who-Spoke-and-the-World-Came-Into-Being, learn aggadah" (Sifre Deuteronomy 11:22). This course further proclaims, if you wish to know Judaism, study Jewish interpretation. The process of Jewish interpretation, begun in the Hebrew Bible and continuing to the present day, offers great insight not only into the ways Jewish tradition, literature, and culture have come into being, but also how these facets of Judaism, and Judaism writ large, adapt and develop over time. This class begins with Jewish interpretations during the 2nd Temple Period, proceeds to examine in some depth classical rabbinic exegesis, moves on to explore some "off the beaten track" medieval sources, and culminates in contemporary meditations (and movies) about Judaism. We pay attention to both the continuities and disjunctions of Jewish writings and representations over time as we explore what the boundaries are-if indeed there are any-of both Jewish interpretation and Judaism.*

Humanities.

1 credit.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 005. World Religions**

*This introductory course supplies students with the religious literacy skills necessary to think and write critically and comparatively about the world's religions. It will challenge the "world religion" paradigm in both its form and content while engaging students through the study of diverse traditions. Organized thematically with a focus on "lived religion," we will explore different topics such as food, architecture, performance, and art through a combination of theoretical pieces and case studies. We will also make use of a variety of media resources including film, podcasts, and music. The course pays special attention to religious communities in the Greater Philadelphia Area and will include site visits and virtual tours as a way of introducing participants to the history and diversity of cultures within our own "neighborhood."*

Humanities.

1 credit.

Eligible for GLBL-core

Fall 2021. Persaud.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 006. Abrahamic Religion/s: Violence and Monotheism**

*This course introduces students to the academic study of Judaism, Christianity, and Islam through the figure of Abraham. How have these religions understood Abraham in competing and overlapping ways? In what ways have their respective portrayals of Abraham fostered both unity and discord, peaceful coexistence and religious wars, that persist throughout history and up to current geo-political, religious landscapes (e.g. Hebron/Hebron/al-Khalil)? Broader themes this course addresses through the figure of Abraham are the roles of violence in religion, and gendered and racialized violence and monotheism. Finally, we critically examine the use of the discourse of "Abrahamic Faith/s" in Religious Studies and Inter-religious dialogue.*

Humanities.

1 credit.

Eligible for PEAC, GSST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 006B. The Talmud: Drinking in Antiquity**

*(Cross-listed as ANCH 006B )*

*This course introduces students to the Babylonian Talmud and related rabbinic literature, the foundational texts of Judaism. We focus on rabbinic traditions about drinking and eating, placing them in conversation with biblical, Greco-Roman, and Sassanian sources. Through these texts, we begin to learn what the Talmud is, what Judaism is, and how Jews and Judaism were situated, and steeped, in their larger*



*Mediterranean cultures. Since drinking and eating are embodied acts filled with religious meanings, we also focus on religion, gender, and the body in ancient religions and cultures.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CLST, PEAC*

*Spring 2022. Kessler.*

*Fall 2023. Kessler.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 006C. First Year Seminar: Apocalypse: Hope and Despair in the Last Days**

*(Cross-listed as ENVS 006)*

*For millennia, speculation about the end of the world has fired the imaginations of Western cultures. Today, in the light of the interrelated crises of ecological collapse and COVID-19, scientists argue we are in the time of the "Sixth Great Extinction," while religious communities assert we are living into the end of the world based on ancient prophecies. This course will ask how two seemingly unrelated modes of discourse—environmental science and religious studies—converge to shape productive responses to the world's end; and the power, and the anxieties of environmental spiritualities (with special reference to Buddhist, Neopagan, Christian and Indigenous worldviews) to give birth to hope and resilience in the face of the coming storm.*

*Humanities.*

*1 credit.*

*Eligible for ENVS, ESCH*

*Fall 2022. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 007B. The Caribbean Carnival: Sacred Myth and Performance**

*From saint feast day processions and pilgrimages for Black Christ statues to Carnival, Crop Over, and other Caribbean harvest festivals, religious holidays in Latin America are occasions for celebration. This course focuses on religious festivals and ritual bodies to reveal the ways these performances form mobile archives of history that yet testify both to the accumulated forces of colonialism, slavery, and capitalism that shaped this region, as well as the power of choreography and other embodied movement as instruments and devices of popular insurgency. Course materials include primary and secondary readings, multimedia sources such as ethnographic videos and audio recordings, material and sartorial culture objects, and in-class lectures and discussions. Potential field trip to Philadelphia's El Carnaval de Puebla.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 008. Patterns of Asian Religions**

*A thematic introduction to the study of religion through an examination of selected precepts and practices of several religious traditions of India, China, and Japan structured as patterns of religious life. Materials taken from the Hindu and Buddhist traditions of India, Confucian and Taoist traditions of China, and from Zen traditions of Japan. Themes we will consider include issues of religious symbols, cosmology, and ritual; the gods, personhood/self, and religious transformation; liberation, gender, and sexuality; philosophy, narrative and popular piety; and the place of the body in meditation, worship and religious experience.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, GLBL-Paired*

*Spring 2023. Hopkins.*

*Spring 2024. Hopkins.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 008B. The Qur'an and Its Interpreters**

*This course will include detailed reading of the Qur'an in English translation. The first part of the course will be devoted to the history of the Qur'an and its importance to Muslim devotional life. The first portion of the course will include: discussion of the history of the compilation of the text, the methods used to preserve it, styles of Qur'anic recitation, and the principles of Qur'anic abrogation. Thereafter, attention will be devoted to a theme or issue arising from Qur'anic interpretation. Students will be exposed to the various sub-genres of Qur'anic exegesis including historical, legal, grammatical, theological and modernist approaches.*

*Humanities.*

*1 credit.*

*Eligible for ISLM, MDST*

*Spring 2022. al-Jamil.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 009. The Buddhist Traditions of Asia**

*This course explores the unity and variety of Buddhist traditions within their historical developments in South, Central, and East Asia, by way of the study of its texts. The course will be organized chronologically and geographically, and to a lesser extent thematically, focusing on the formations of early Indian Buddhism (the Nikaya traditions in Pāli and Sanskrit), the Theravada in Sri Lanka and Thailand, Mahayana Ch'an/Zen traditions in China and Japan, and Vajrayana (tantra) traditions in Tibet. Themes include narratives of the Buddha and the consecration of Buddha images; gender, power, and religious authority, meditation, liberation, and devotional vision; love, memory, attachment and Buddhist devotion; the body, and the social construction of emotions and asceticism.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ASIA*

*Fall 2022. Hopkins.*

*Fall 2023. Hopkins.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **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.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ESCH, PEAC*

*Fall 2021. Padilioni.*

*Fall 2023. Chireau.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 011. First-Year Seminar: Religion and the Meaning of Life**

*What is the purpose and meaning of life? What constitutes "a life well lived"? Seminar themes include religion and personal and social change; understandings of the Sacred; suffering, death, love, justice, healing, fear, hope; and meaning in times of plagues and pandemics. Readings include Gospel of Matthew, Gospel of Thomas, Lucretia Mott, Thich Nhat Hanh, Dorothy Day, Abraham Joshua Heschel, Martin Luther King, Jr., Mary Oliver, and William Barber II.*

*Humanities.*

*1 credit.*

*Spring 2023. Ross.*

*Spring 2024. Ross.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 011B. The Religion of Islam: The Islamic Humanities**

*This course is a comprehensive introduction to Islamic doctrines, practices, and religious institutions in a variety of geographic settings from the rise of Islam in the seventh century to the present. Translated source materials from the Qur'an, sayings of Muhammad, legal texts, and mystical works will provide an overview of the literary expressions of the religion. Among the topics to be covered are: the Qur'an as scripture and as liturgy; conversion and the spread of Islam; Muhammad in history and in the popular imagination; concepts of the feminine; Muslim women; sectarian developments; transmission of religious knowledge and spiritual power; Sufism and the historical elaboration of mystical communities; modern reaffirmation of Islamic identity; and Islam in the American environment.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for ISLM, MDST*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **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.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 012B. Hindu Traditions of India: Power, Love, and Knowledge**

*This course is an introduction to the religious and cultural history of Hindu traditions of India from the prehistoric Indus Valley in the northwest to the medieval period in the southeast, and major points and periods in between, with a look also at formative points of the early modern period. Our focus will be on the interactions between Vedic, Buddhist, brahmanical, popular/ritual, and Jain religious traditions in the development, and formation of Hindu religious streams, along with major ritual and ascetic practices, hagiographies, and myths, hymns and poetry, and art and images associated with Hindu identities and sectarian formations, pre-modern and modern. In addition to providing students with a grasp of the basic doctrines, practices, and beings (human, superhuman, and divine) associated with various Hindu traditions, the course also seeks to equip them with the ability to analyze primary and secondary sources.*

*Humanities.*

*1 credit.*

*Eligible for ASIA*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 013. The History, Religion, and Culture of India II: Muslim, Hindu, Sikh, and Dalit in North India**

*After a survey of premodern Hindu traditions, the course tracks the sources of Indo-Muslim culture in North India, including the development of Sufi mysticism; Sindhi, Urdu, and Tamil poetry in honor of the Prophet Muhammad; syncretism under Mughal emperor Akbar; and the consolidation of orthodoxy with Arna'd Sirhindi and his school in the 16th to 17th century. We then trace the rise of the Sikh tradition in the milieu of the Mughals, northern Hindu Sants and mendicant Sufis, popular goddess worship and village piety, focusing on several issues of religious experience. We then turn to the colonial and post-colonial period through the lenses of the Hindu saints, artists, and reformers (the "nationalist elite") of the Bengali Renaissance, and the political and religious thought of Mohandas Gandhi and Dalit reformer Ambedkar. We will use perspectives of various theorists and social historians, from Ashis Nandy, Partha Chatterjee, Peter van der Veer, to Veena Das and Gail Omvedt.*

*Humanities.*

*1 credit.*

*Eligible for ASIA ISLM*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 014. Race, Gender, and Sex in the Bible**

*Is the Bible racist? Sexist? Homophobic? This course introduces students to the academic study of the Bible and critical theories about gender, race, sexuality, and ethnicity. How is it that the Bible has been mobilized to support racist, homophobic, and misogynist ideologies and that the same Bible has been used to subvert, undermine, and ultimately try to eradicate these same ideologies? Course readings focus on black feminist, womanist, African American, Asian American, and Latinx biblical interpretations.*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 015. First-Year Seminar: Religion and Literature: Blood and Spirit**

*A seminar-style introduction to study the relation of religious ideas to visionary literature, including novels, stories, sacred texts, and films. A variety of critical theories are deployed to understand (or construct) the meaning of different imaginative variations on reality. Academic and creative writers include many or all of the following: Sophocles, Augustine, Joyce, Morrison, O'Connor, Updike, Dostoevsky, Crace, Lewis, Weil, Scorsese, Kazantzakis, Snyder, Abbey, and Camus.*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 015B. Philosophy of Religion**

*(Cross-listed as PHIL 016)*

*Searching for wisdom about the meaning of life? Curious as to whether there is a God? Questioning the nature of truth and falsehood? Right and wrong? You might think of philosophy of religion as your guide to the universe. This course considers Anglo-American and Continental philosophical approaches to religious thought using different disciplinary perspectives; it is a selective overview of the history of philosophy with special attention to the religious dimensions of many contemporary thinkers' intellectual projects. Topics include rationality and belief, proofs for existence of God, the problem of evil, moral philosophy, biblical hermeneutics, feminist revisionism, postmodernism, and interreligious dialogue. Thinkers include, among others, Anselm, Kierkegaard, Dostoevsky, Nietzsche, Kant, Wittgenstein, Derrida, Levinas, Weil, and Abe.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, INTP, PHIL*

*Spring 2022. Wallace.*

*Spring 2024. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 016. First-Year Seminar: Bible and Politics**

*What role does the Bible play in contemporary political debates? How do the Bible-and religion-shape American politics, political movements, and the law? This course explores the intersections among the Bible, Religion, and Politics. It critically examines categories often taken as self-evident and distinct-such as "the religious" and "the political"-and demonstrates how they work together in ways that continue to impact individual and collective identities in the United States. We begin by reading the Bible - in itself both a political act and an act steeped in politics. From "the politics of interpretation," we then move on to explore the ways in which religion and biblical interpretations are called upon, both explicitly and implicitly, in modern and current debates about gender, sexuality, race, science, ethics, and Constitutional Law. We explore issues such as abortion, gay marriage, euthanasia, creationism, incarceration, and capital punishment. Students will be introduced to a range of methods and theories in the academic study of Religion and related critical theories. Through seminar discussion and written assignments, students will develop skills that are crucial to engaged, nuanced, critical discourses in the academy and beyond.*

*Humanities.*

1 credit.

Eligible for GSST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 017. Animal Religion**

*This course examines the multiple, sometimes dissonant, connections between animals and religion. Do animals have religion? Why have some religions venerated animals as divine beings while others claim to be against such "strange worship"? What are the religious ethics of sacrificing-or eating-animals? How does grappling with questions about personhood, the soul, and emotions help us better understand the relationship between animality and humanity? By critically examining the range of connections between animals and religion, this class introduces students to far larger questions about what it means to be human and what differentiates-yet binds together-human and non-human animals.*

Humanities.

1 credit.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 018. Global Christianities**

*This course explores Christian beliefs and practices in a global context. We consider Christian worldviews, their cultural expressions, history, and influence upon personal and social self-understanding and action. Examples will be drawn from Christian communities in Asia, Africa, Europe, Latin America, and the United States. Themes include images of the sacred and of Jesus and Mary, mother of Jesus; pilgrimage and festivals; saints; gender; power; and religious authority; politics, conflict, and social transformation; and healing traditions.*

Humanities.

1 credit.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 018B. Modern Jewish Thought**

*Is modern reason compatible with biblical revelation? Beginning with the heretic Spinoza, we'll examine the giants of Jewish thought- religious reformers, philosophers, and theologians wrestling with the challenge of modernity, politics, and multiculturalism. Topics will include: the essence of Judaism, the nature of law, religion and state, God and evil, the status of women and non- Jews, the legacy of the Holocaust. Readings from: Martin Buber, Abraham Joshua Heschel, Judith Plaskow, Emmanuel Levinas, and others.*

Humanities.

1 credit.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 019. First-Year Seminar: Religion and Food**

*Why do some people eat the body of their deity? Are pigs clean or unclean? Are mushrooms sacred beings? What is Soul food? Which is better, to feast or to fast? All of these questions are tied together by a common theme: they frame the relationship between food and the religious experiences of human beings. RELG 19 is an introduction to the Humanities via the academic study of global religions. The course centers around food as a point of entry to examine Christianity, Islam, Native American, Judaism, African, and Eastern traditions. We will discuss topics such as sacrifice, diet, fasting and spirituality, sacred vegetarian practices, and edible plants/spirits with class projects that include preparing and serving relevant food items and creating food-related forms. Field research trips and activities are included. This is a Speaking Associates Program (SPA) course.*

Humanities.

1 credit.

Fall 2022. Chireau.

Fall 2023. Chireau.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## **RELG 020. Christian Mysticism**

*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.*

*Humanities.*

*1 credit.*

*Eligible for MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 021. Prison Letters: Religion and Transformation**

*Focusing on themes of religion and transformation and prison as a literal and metaphorical space, this course explores themes of life and death, oppression and freedom, isolation and community, agency, and identity. Drawing primarily on Christian sources, readings move from the New Testament through Martin Luther King, Jr., to the contemporary U.S. context where more than 2 million people are incarcerated today.*

*Humanities.*

*1 credit.*

*Fall 2022. Ross.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 022. Religion and Ecology**

*(Cross-listed as ENV5 040)*

*This course focuses on how different religious traditions have shaped human beings' fundamental 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 environment 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 Euro-American and Amerindian literatures; the public policy debates concerning vegetarianism and the antitoxics 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.*

*Humanities.*

*1 credit.*

*Eligible for ESCH, ENV5, PEAC, GLBL-Core*

*Fall 2021. Wallace.*

*Fall 2023. Wallace.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 023. Quakers Past and Present**

*(Cross-listed as PEAC 024 )*

*This course explores the religious beliefs, social teachings, and impact of Quakers in North America from the 1650s to the present. Topics include Quaker beliefs about God and the light within; Quakers and social reform including anti-slavery work, women's rights advocacy, Native American rights, and peace work; contemporary Quakers and social justice (including the work of Earth Quaker Action Team [EQAT] and the American Friends Service Committee). While focusing on Quakers and social change, this course includes discussion of specific concerns and methods in the study of Religion and of Peace and Conflict Studies. Students will have the opportunity to work with the resources of Swarthmore College's Friends Historical Library and Peace Collection.*

*Humanities.*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Ross.*

*Spring 2023. Ross.*

*Spring 2024. Ross.*

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 024. From Vodun to Voodoo: African Religions in the Old and New Worlds**

*Is there a kindred spirituality expressed within the ceremonies, beliefs, music and movement of African religions? This course explores the dynamics of African religions throughout the diaspora and the Atlantic world. Using text, art, film, and music, we will look at the interaction of society and religion in the black world, beginning with traditional religions in west and central Africa, examining the impact of slavery and migration, and the dispersal of African religions throughout the Western Hemisphere. The course will focus on the varieties of religious experiences in Africa and their transformations in the Caribbean, Brazil and North America in the religions of Candomblé, Santeria, Conjure, and other New World traditions. At the end of the term, in consultation with the professor, students will create a web-based project in lieu of a final paper.*

Humanities.

1 credit.

Eligible for BLST, ESCH, GLBL-core

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 025. Black Women, Spirituality, Religion**

*This course is an exploration of the spiritual lives of African American women. We will hear black women's voices in history and in literature, in film, in performance and music, and within diverse periods and contexts, and reflect upon the multidimensionality of religious experience in African American women's lives. We will also examine the ways that religion has served to empower black women in their personal and collective attempts at the realization of a sacred self. Topics include: African women's religious worlds; women in the black diaspora; African American women in Islam, Christianity, and New World traditions; womanist and feminist thought; and sexuality and spirituality. Readings include works by: Alice Walker; Audre Lorde; bell hooks; Zora Neale Hurston; Patricia Williams, and others.*

Humanities.

1 credit.

Eligible for BLST, GSST

Fall 2022. Chireau.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 028. Christian Spiritual Journeys**

*This course explores personal narratives about the Christian life from the time of Jesus to the present. Themes include understandings of the Sacred, the self, and the world; suffering and loss, brokenness and alienation, oppression and subjugation, healing and liberation, identity and agency, love and justice, solidarity and community, and individual and social transformation. Readings may include: Gospel of Matthew, Gospel of Thomas, Augustine of Hippo, Brendan of Clonfert, Hildegard of Bingen, Margery Kempe, John Woolman, Dorothy Day, Martin Luther King, Jr., James Cone, Kwok Pui-lan, Lara Medina, Shane Claiborne, Traci West, Kings Bay Plowshares 7.*

Humanities.

1 credit.

Spring 2022. Ross.

Fall 2023. Ross.

Catalog chapter: Religion

Department website: Religion

### **RELG 029. Is God a White Supremacist?**

*This course will focus on representations of race in religious discourses and social practice. Particular attention will be given to discussion of the interpretive practices that are foundational to the process of "whiteness-making" and the construction of white identity. With primary source readings and secondary literature ranging from the biblical interpretation of white supremacist "Christian identity" churches to the articulation of the Yakub theory of racial formation in the Nation of Islam, the course readings will: address religious theories justifying racial domination, engage in critical examination of the influence of religious thought both past and present on comparative global racisms, and transnational whiteness. Themes will include: evil and the nature of suffering, human/anti-human binaries, death and being, and perceptions of the racialized transcendent Other in the social, political, and symbolic order.*

Humanities.

1 credit.

Eligible for ISLM, BLST  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

### **RELG 030. 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.*

*Humanities.*

*1 credit.*

Eligible for ASIA, MDST

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 031. Healing Praxis and Social Justice**

*Social justice rhetoric and activism are often framed around the theme of a fight or a struggle -- however noble -- against the forces and powers of oppression. This course takes a different tack and approaches social justice via perspectives of healing, wellness, and critical care practices. This course places an emphasis upon praxis, and as such will center healing and social justice practitioners and their methodologies as our primary curricular materials (via in-class visits and their social media footprints) to accompany more traditional classroom readings and multimedia assignments. What happens to our notions of social justice if we view current-day global oppression chiefly as a problem of colonial dis/ease -- a restless sickness wracking the social and political body, the encrusted layers of generational trauma and violence catalyzed by the on-going and open-ended histories of slavery, colonialism, and capitalism?*

*Humanities.*

*1 credit.*

Eligible for BLST, ESCH, ENV5, PEAC, LALS

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 032. Queering God: Feminist and Queer Theology**

*The God of the Bible and later Jewish and Christian literature is distinctively masculine, definitely male. Or is He? If we can point out places in traditional writings where God is nurturing, forgiving, and loving, does that mean that God is feminine, or female? This course examines feminist and queer writings about God, explores the tensions between feminist and queer theology, and seeks to stretch the limits of gendering-and sexing-the divine. Key themes include: gender; embodiment; masculinity; liberation; sexuality; feminist and queer theory.*

*Humanities.*

*1 credit.*

Eligible for GSST, INTP

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 033. The Queer Bible**

*This course surveys queer and trans\* readings of biblical texts. It introduces students to the complexity of constructions of sex, gender, and identity in one of the most influential literary works produced in ancient times. By reading the Bible with the methods of queer and trans\* theoretical approaches, this class destabilizes long held assumptions about what the bible--and religion--says about gender and sexuality.*

*Humanities*

*1 credit.*

Eligible for GSST

Spring 2023. Kessler.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 034. Partitions: Religions, Politics, and Gender in South Asia Through the Novel**



*This discussion-focused, seminar-style course will focus on a close reading of modern and contemporary South Asian novels and short stories structured around the theme of "partition(s)," not only the historical events of the partition of Bengal (East Pakistan, eventually Bangladesh), India's Partition in 1947, or the social catastrophe of Indira Gandhi's Emergency in the 1970's, but the long shadows of these events right up to the (social, political) present. We will focus on many "figures of partition," personal, religious, and political, in Bengali, Malayalam, Tamil, Urdu, and English prose literatures of India and Pakistan. Themes will range from religion and politics, gender/power; sexuality; love within and outside of the family; women, honor, and seclusion; asceticism and eroticism; caste, class, ethnicity, and race; children and their social and political vulnerabilities; and love, politics, and inter-caste marriage in Hindu, Parsee, Sikh, Muslim, and Christian settings in South Asia.*

*Humanities*

*1 credit.*

*Eligible for ASIA, GLOBL-Paired*

*Spring 2023. Hopkins.*

*Spring 2024. Hopkins.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 035. The Talmud Lab**

*This .5 credit course offers students an opportunity for hands-on, experiential, and experimental learning of the Talmud and related Jewish texts. The Talmud is comprised of 5,422 pages; it is a massive collection of laws, myths, stories, and biblical exegesis that sheds light on its creators' politics, philosophies, and cosmologies. We will learn Talmud from its smallest, atomized units while holding in sight how its whole might still exceed the sum of its parts. This "Lab" setting allows students to engage and experiment with the Talmud, Jewish text study, and the varieties of Jewish identities as we experience the Talmud and related topics through critical inquiry comprised of intuition, emotion, investigation, testing, and refinement.*

*Humanities.*

*0.5 credit.*

*Spring 2022. Kessler.*

*Spring 2023. Kessler.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 036. Christian Visions of Self and Nature**

*This course is a thematic introduction to Christianity. Beginning with early Christian writings and moving historically up through the contemporary period, we will explore a wide variety of ideas about God, self, and nature. Readings will focus on scientific and natural history treatises in dialogue with theological texts. We will explore the writings of Christian naturalists to study the linking of science and religion, and we will investigate a multiplicity of views about Christian understandings of the relationship between the human and non-human world. This class includes a community-based learning component: Students will participate in designing and teaching a mini-course on "Nature and Chester" to students in the nearby community of Chester. Readings include Aristotle (critical for understanding science in the later Middle Ages), Hildegard of Bingen, Roger Bacon, Galileo Galilei, Charles Darwin, Herman Melville, Ralph Waldo Emerson, John Muir, Graceanna Lewis, Thomas Berry, Nalini Nadkarni, and Terry Tempest Williams.*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 037. Sex, Gender, and the Bible**

*The first two chapters of the biblical book of Genesis offer two very different ancient accounts of the creation of humanity and the construction of gender. The rest of the book of Genesis offers a unique portrayal of family dynamics, drama and dysfunction, full of complex and compelling narratives where gender is constantly negotiated and renegotiated. In this class, we will engage in close readings of primary biblical sources and contemporary feminist and queer scholarship about these texts, as we explore what the first book of the Bible says about God, gender, power, sexuality, and "family values."*

*Humanities.*

*1 credit.*

*Eligible for GSST, INTP, MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 038. Religion and Film**

*An introductory course that uses popular film as a primary text/medium to explore fundamental questions in the academic study of religion. In particular, we will be concerned with the ways that religion and religious experience are constituted and defined on film as well as through film viewing. In discussing films from across a range of subjects and genres, we will engage in the work of mythical, theological and ideological criticism, while examining the nature, function, and value of religion and religious experience. We will also consider some of the most significant writers and traditions in the field of Religion and develop the analytical and interpretive skills of the discipline. Scheduled films include The Seventh Seal, The Matrix, Breaking the Waves, Contact, Jacob's Ladder, The Passion of the Christ, The Rapture, The Apostle, as well as additional student selections. Weekly readings, writing assignments, and evening screening sessions are required.*

*Humanities.*

*1 credit.*

*Spring 2023. Chireau.*

*Spring 2024. Chireau.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 039. Antisemitism and Jew-Hatred**

*"Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions?" This class surveys antisemitism from antiquity to the present day. It historicizes "religious" and "political" Jew-hatred, considering their differences as well as continuity over time. Since antisemitism intersects with racism, misogyny, homophobia, gender-nonconformity, and economics, considerable attention is placed on constructions of race, gender, sexuality, and class.*

*Humanities.*

*1 credit.*

*Fall 2022. Kessler.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 040. Rape, Slavery, and Genocide in Bible and Culture**

*This course examines biblical "texts of terror." It explores the functions of violence in religious writings as well as their influence and impact on current cultural issues. What are the biblical contributions to or roots of current societal crises about gender, race, and war? What are the limits and limitations placed on rape, slavery, and genocide in the Bible that are obscured in current (mis)uses of biblical precedents in support of such modern day atrocities? Without collapsing the distinctions between or simply blaming the Bible for current manifestations of extreme violence, this class aims to bring these "texts of terror" into the open to help facilitate critical discussion about, and critique of, violence then and now.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 041B. Religion and Nature: Wonders Signs & Portents**

*Wonder is the province of the wide-eyed child in the woods, and the wild-eyed scientist in the lab. Wonder at the world is prompted by the odd and uncanny, the strange and novel, the transcendent and sublime, as well as encounters with the monstrous and horrific. This course centers the experience of natural wonder in American history as a primary religious impulse. Through an affect theory frame that approaches religion through embodied emotions, we will chronicle the formation of modern American religious communities and ways of knowing and doing that arose from encounters between indigenous Americans, European settlers, and enslaved Africans with the other-than-human spectacular.*

*Topics covered include: diverse cosmologic perspectives on celestial events (eclipses, meteor storms); plant medicine (ethnobotany/ethnopharmacology), psychedelics, and entheogens; human-animal relations; levitation and trance reports, spectrality (hauntings, monsters, UFO sightings); the mysteries of quantum entanglement; the apocalyptic imagination and the Anthropocene*

*Humanities.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 042. Performing Ecstasy Dancing the Sacred**

*(Cross-listed as DANC 038)*

*Humanities.*

*1 credit.*

*Eligible for ASIA, GSST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 043B. Decolonizing Afro/Latin American Religion**

*Is scientific knowledge superior to ancestral wisdom or spirit revelation in its ability to apprehend and describe reality? This course interrogates the problem of coloniality as an imposition of power-knowledge that occurred as Iberians and their state-church institutions conquered indigenous Americans and enslaved indigenous Africans. We will free the subjugated knowledges of "Latin" America by encountering alternative narratives of history and sacred memory embedded within mythology and ritual. We will approach various streams of indigenous wisdom to discover philosophical-ethical outlooks on justice, reciprocity, and right living. Students will develop an account of how Euro-America's scientific-rational knowledge has appropriated the ethnobotanical and other ecological perspectives of Africans and Native Americans contained within healing/wellness traditions.*

*Humanities.*

*1 credit.*

*Eligible for BLST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 044. Reading Comics and Religion**

*This course focuses on how notions of Religion and the Sacred arise in comics and graphic novel texts. Drawing upon world religious traditions, the course will explore how comics use both text and image to frame spiritual identity, sacred practice, and religious experience. Using comics as primary sources, the class will engage the expression, imagination, and critical interpretation of religion through close readings of comics as texts, with analysis of their visual forms. Coursework includes weekly lab meetings within a digital media maker's space. The course will culminate with the production of student-created comics, which will be developed over the semester and supervised by an artist-in-residence.*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 045. Bob Marley's Setlist: Vibrations of a Rastafari Worldview and Ethos**

*On July 21, 1979, Bob Marley & the Wailers performed at Boston's Harvard Stadium as part of the Amandla Festival of Unity held in support of the liberation of South Africa. Their 90-minute reggae music concert featured a sonic-rhythmic-choreographic kaleidoscope looping the audience through 400 years of Rastafari mythic history and prophetic visions: although Africans were taken captive to Babylon (the American wilderness of racial capitalism), Jah Rasatafi had prepared a homeland in Ethiopia for the return of all Jah people, if only they chant down Babylon's destruction by preaching one love, good vibrations, and unity in I-and-I.*

*This class holds reggae music as a preeminent liturgical corpus of the Rastafari tradition, and investigates the Rasta worldview as performed by Bob Marley & the Wailers during their legendary Amandla set. Through a combination of concert video footage and a set of secondary source materials, students will place each Marley & the Wailers reggae anthem within its mystic Rastafari theological, aesthetic, and historic contexts. Topics include Diasporic Ethiopianism, Black Diaspora-Jewish Diaspora typology, Afro-Jamaican spirit-ecstatic musical traditions (myal, obeah, kumina, and burru), Rasta womanhood/gender, Caribbean resistance to slavery via marronage and fugitivity (Tacky's Rebellion), pan-Africanism (Marcus Garvey's UNIA "Back to Africa" Movement).*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 046. The Bible in Popular Culture**

*What do Bob Dylan, Pulp Fiction, and Superman have in common? This course will focus on the interpretation of the Bible in pop culture. We will explore the use of the Bible as inspiration and content in many genres of music, films, and visual arts. The arts have always looked to the Bible as a source for its plots, themes and symbols, both overtly and covertly. We will consider how the Bible is used and the effect it has on the interpretation of the Bible itself and the development of our popular culture. No previous knowledge of the Bible or pop culture required.*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 047. Afro-Futurism: Astral Mythologies of Creation and the Afterlife**

*(Cross-listed as ENVS 057)*

*In his 1974 film *Space is the Place*, avant-garde jazz musician Sun Ra announced his mission to rescue Black earthlings and shuttle them in his spaceship to the safety of a newly-discovered planet: "I come to you as a myth. Because that's what black people are, myths. I come to you from a dream that the black man dreamed long ago." In many ways, Sun Ra's prophecy parallels variants of the Dogon creation myth of Mali, West Africa (recorded in the 1940s) that details the fateful voyage of the Nommos demiurge deities, who traveled to Earth in a sky vessel from a planetary point of origin some observers speculate may orbit the Sirius star system.*

*Through primary and secondary readings, interactive classroom activities, and multimedia sources -- including a bevy of music and film recordings -- this course investigates Afrofuturism as a radical imaginary within the broader corpus of Black Astral Mythologies. By tracing a throughline between topics such as 16th-century astronomical observations at the University of Timbuktu, U.S. Underground Railroad fugitive navigations according to the 'North Star,' and recent cosmogonic speculation by quantum physicists into the elusive nature of Dark Matter, students will consider this premise: when the safe harbor of the earth no longer offers itself as habitation, Blackened celestial futures constellate the cosmic horizons.*

*Possible field trip to the House of Future Sciences, headquarters of the Philadelphia collective AfroFuturist Affair.*

*Humanities.*

*1 credit.*

*Eligible for BLST, ENVS*

*Fall 2021. Padilioni.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 051. Asian Religions in the Americas**

*Taking a hemispheric approach, this course will examine the histories, communities, and religious practices of Asians in South, Central, and North America and the Caribbean. We will learn about the indentured labor trade that brought Indian and Chinese laborers to the Americas in the 19th-20th centuries, the Chinese Exclusion Act of 1882, the case of Bhagat Singh Thind, and Japanese internment camps during WWII, in addition to other examples of racism and resistance that Asians faced migrating across the Americas. Our focus will be on how Asians have sacralized the local landscape and maintained and/or altered their religious practices, as well as how Asians have penetrated the culture of the Americas, looking at topics like food, architecture (temples and religious institutions), music, and pop culture. As part of the emphasis on culture, we will also explore the impact of Asian religions on American culture from the early transcendentalists to the Rajneesh movement and more, exploring the ways in which Asians have transformed the cultures of the Americas as much as their communities have been transformed by their new homelands.*

*Humanities.*

*1 credit.*

*Eligible for ASIA, PEAC*

*Fall 2021. Persaud.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 052. The Good Life**

*What is a good life? What is the good life? This course applies multi-disciplinary and cross-cultural approaches to explore the answers to these questions. As part of the course, we will discuss the characteristics of a good life by analyzing how various people and religious cultures have defined "the good life," and exploring how people have chosen to live as members of both local and global communities. Throughout the semester, we will examine the construction and cost of living a "good life" and the concepts and expressions of beauty, power, love, health, and*

justice.

Humanities.

1 credit.

Spring 2022. Khanna.

Catalog chapter: Religion

Department website: <https://www.swarthmore.edu/religion>

### **RELG 053. Gender, Sexuality, and the Body in Islamic Discourses**

*An exploration of sexuality, gender roles, and notions of the body within the Islamic tradition from the formative period of Islam to the present.*

*This course will examine the historical development of gendered and patriarchal readings of Islamic legal, historical, and scriptural texts.*

*Particular attention will be given to both the premodern and modern strategies employed by women to subvert these exclusionary forms of interpretation and to ensure more egalitarian outcomes for themselves in the public sphere. Topics discussed include female piety, marriage and divorce, motherhood, polygamy, sex and desire, honor and shame, same-sex sexuality, and the role of women in the transmission of knowledge.*

Humanities.

1 credit.

Eligible for ESCH, GSST, ISLM, MDST

Fall 2022. al-Jamil.

Fall 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 054. Power and Authority in Modern Islam**

*This course examines some of the salient issues of concern for Muslims thinkers during the modern period (defined for the purposes of this course as the colonial and post-colonial periods). Beginning with discussion of the impact of colonialism on Islamic discourses, the course moves on to address a number of recurrent themes that have characterized Muslim engagement with modernity. Readings and/or films will include religious, political, and literary works by Muslims in variety of cultural and linguistic settings. Topics to be discussed will include: nationalism and the rise of the modern nation-state, questions of religion and gender, the Israeli-Palestinian conflict, developments in Islam in the United States and Canada, and case studies of reformist and revivalist movements in the modern nation-states of Iran, Iraq, Afghanistan, Pakistan, and Saudi Arabia. Special attention will be paid to contemporary Muslim responses to feminist critiques, democracy, pluralism, religious violence, extremism, and authoritarianism.*

Humanities.

1 credit.

Eligible for ISLM.

Fall 2023. al-Jamil.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

### **RELG 055. Interpreting Asian Religions**

*This course examines the Western reception, experience, and interpretation of Asian religions, and the Asian responses to encounters with the West. We will critique the category of "Asian religion" and discuss the methodological approaches to this category within the study of religion. There are no formal prerequisites and no knowledge of any Asian language is required.*

Humanities.

1 credit.

Spring 2022. Khanna.

Catalog chapter: Religion

Department website: <https://www.swarthmore.edu/religion>

### **RELG 060. Varieties of Zionist Thought: Judaism, Nationalism, Antisemitism, and the Jewish Question**

*(Cross-listed as HIST 034)*

*This course focuses on political expressions of Jewish identity since the late nineteenth century through an exploration of the central texts of Zionist thought. It integrates biblical, rabbinic, and medieval Jewish texts about Jerusalem, the idea of Zion, and the centrality of the Land of Israel to provide historical context and background. We ask: what are the ways select Jewish sources from antiquity to modernity have grappled with varied attitudes toward land, political sovereignty, and national identity in the Diaspora.*

Humanities.

*1 credit.*

*Fall 2021. Kessler, Weinberg*

*Catalog chapter: Religion*

*Department website: <https://www.swarthmore.edu/religion>*

### **RELG 067. Judaism and Nature**

*"We are not obligated to complete the task; neither are we free to abstain from it." (Pirke Avot 2:21) The task before us is to examine the relationship(s) between Judaism and Nature. We are setting out to decide-or at least ponder-the following questions (though we will surely encounter more along the way): What does Jewish literature from the Garden of Eden to the present day say about the earth and humanity's relationship with it? Because of the growing awareness about current ecological concerns and crises, Jewish tradition is being mined-or cultivated-for historical precedents that reflect ecologically sound models of Jewish living. How fruitful is this process? To what extent can contemporary Jews rely on tradition to provide such models, and to what extent must Jews today find new ways of bringing humanity and nature together?*

*Humanities.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 093. Directed Reading**

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 095. Religion Café: Senior Symposium**

*What is Religion? How is Religion constructed as an academic discipline? Religion 095 is a weekly café for thoughtful reading and discussion of selected texts for senior majors and strongly recommended for minors. The Religion Café highlights approaches to Religious Studies with works that have influenced theoretical and philosophical assumptions and vocabularies in the field. Readings include case studies and multidisciplinary writings on Religion. The course will examine a number of approaches to Religious Studies including, but not limited to, those drawn from: post-structuralism, gender studies, critical race theory, queer theory, cognitive science, phenomenology, ethics, pragmatism, social history, and anthropology, with occasional works by Religion Department faculty members.*

*Humanities.*

*1 credit.*

*Fall 2021. Ross.*

*Fall 2022. al-Jamil.*

*Fall 2023. Staff.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 096. Thesis**

*Writing course.*

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 097. Thesis**

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Seminars**

## **RELG 100. Holy War, Martyrdom, and Suicide in Christianity, Judaism and Islam**

*An examination of the concepts of martyrdom, holy war, and suicide in Islam, Christianity, and Judaism. How are "just" war, suicide, martyrdom presented in the sacred texts of these three traditions? How are the different perspectives related to conceptions of death and the afterlife within each tradition? Historically, how have these three traditions idealized and/or valorized the martyr and/or the "just" warrior? In what ways have modern post-colonial political groups and nationalist movements appropriated martyrdom and holy war in our time?*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST, PEAC*

*Spring 2023. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **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.*

*Humanities.*

*2 credits.*

*Eligible for MDST*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 102. Magic, Theory and Practice**

*Historian Owen Davies defines Magic as "the everyday employment of Religion for reasons other than spiritual enlightenment or salvation." In this course we examine the history, theory, and meaning of Magic as a category of belief and practice intersecting with religious forms, institutions, and material cultures. Focusing on the arts of American Magic - what we will call Conjure Americana, we will look at the rise of Magic in the early modern era, from its initial formations in post Reformation European popular religion, to its expressions in English Christianity, Puritanism and in colonial encounters with indigenous religions. This seminar centers on theoretical literature and secondary sources about Anglo-American, Native American, and African American Magic, with an emphasis on local occult traditions such as Pennsylvania Dutch and German healing arts, Pow-wows, charms, and sigil architecture. Seminar will include a mandatory lab section and two off-campus research trips. Religion prerequisites recommended, but not required.*

*Humanities.*

*2 credits.*

*Spring 2023. Chireau.*

*Spring 2024. Chireau.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **RELG 108. Poets, Saints, and Storytellers: The Poetry and Poetics of Devotion in South Asian Religions**

*A study of the major forms of Hindu religious culture through the lenses of its varied regional and pan-regional literatures, with a focus on the literature of devotion (bhakti), including comparative readings from Buddhist and Islamic traditions of India. The course will focus on both primary texts in translation (religious poetry and prose narratives in epic and medieval Sanskrit, Tamil, Kannada, Bengali, Hindi, Pali, Sinhala, Sindhi, and Urdu) as well as pertinent secondary literature on the poetry and poetics of religious devotion. We will also pay close attention to specific literary forms, genres, and regional styles, as well as the performance (music and dance) and hagiographical traditions that frame the poems of Hindu saint-poets, Buddhist monks, and Muslim mystics. Along with a chronological and geographical focus, the seminar will be organized around major themes such as popular/vernacular and "elite" traditions; the performance and ritual contexts of religious poetry; the place of the body in religious emotion; love, karma, caste, and family identity; asceticism and eroticism; gender and power; renunciation and family obligations.*

*Humanities.*

*2 credits.*

*Eligible for ASIA, MDST*

*Fall 2023. Hopkins.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## RELG 109. Afro-Atlantic Religions

*This course investigates the Afro-Atlantic trope of spirit possession. The notion of "possession" contains a double meaning, referring in one register to phenomena of trance, ecstasy, and other embodied engagements with Spirit(s), historically identified by religious studies scholars as hallmarks of African Diasporic ritual traditions. In yet another register, the notion of "possession" chains Black religion to the history of the Transatlantic Slave Trade and its logic of racial capital that sold Black bodies as commodities to be possessed by a master. By way of ethnographic field reports, videos, films, and readings in critical race theory, kinesthetics, and phenomenology, students will untangle these tropes of Black spirit and possession to discover what their alternative, Africanist perspectives might teach us about the nature of Being, consciousness, materiality, and how to live well in ancestral community.*

Humanities.

2 credits.

Eligible for BLST, LALS

Spring 2022. Padilioni.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## RELG 112. Postcolonial Religious Thought

*Today we are facing the four horsemen of the apocalypse: climate catastrophe, white nationalism, global poverty, and a raging pandemic. In confronting these dire threats, what is the role of religion? This seminar explores new models for understanding religion -- Indigenous studies, liberation theology, critical plant studies, queer theory -- and a variety of thinkers -- Kierkegaard, Buber, Bonhoeffer, Derrida, Mbembe, Tinker, Kimmerer -- to enable resiliency, even joy, in the face of the coming storm.*

Humanities.

2 credits.

Eligible for INTP

Fall 2022. Wallace.

Fall 2023. Wallace.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## RELG 114. Love and Religion

*A comparative seminar that deals with ancient Greek, early and medieval Christian, medieval Jewish, "secular" troubadour, Hindu, South Asian and East Asian (Japanese) Buddhist traditions on the transformations of "love" in religious devotional literatures. We focus on themes of erotic and parental love; gender, sexuality, and the body; the emotions as ethical appraisal; individual love, loss, lament, and "ennobling virtue;" and the enduring tensions between the particular and "universal" in discourses of and about love, the passions and their vicissitudes in the histories of religion. Primary texts will range from Plato's Symposium, Gregory of Nyssa's Greek commentaries on the Song of Songs and his Bios makrinou; the Occitan poetry of female Provençal troubadours, Dante's Vita nuova, selections from the Commedia, Angela di Foligno's Libello; to early Buddhist women in the poetry and narratives of the Pāli Therīgāthā, the Sinhala narratives of the Buddha's wife Yasodharā and the Buddha's two mothers, Bengali poetry to the Hindu goddess Kālī and to the divine lovers Krishna and Rādhā; Heian-period Japanese love poems of Izumi Shikibu, and Arundhati Roy's God of Small Things.*

Humanities.

2 credits.

Eligible for ASIA, GSST, MDST

Fall 2022. Hopkins.

Catalog chapter: Religion

Department website: <http://www.swarthmore.edu/religion>

## RELG 119. Islamic Law and Society

*A survey of the history of Islamic law and its developments, with particular attention to the ways Islamic legal principles were formed, organized, operated in practice, and changed over time. It will focus on issues in Islamic legal theory, methodology, constitutional law, personal law, and family law that have had the greatest relevance to our contemporary world. This course functions as a basic introduction to the Islamic legal system in its pre-modern and contemporary forms. The course will also provide comparative discussion of the contrasts between Islamic legal theory and positive law and European and American legal and constitutional thought.*

Humanities.

2 credits.

Eligible for ISLM, MDST



Spring 2024. al-Jamil.  
Catalog chapter: Religion  
Department website: <http://www.swarthmore.edu/religion>

### **RELG 126. The Poetry and Prophecies of William Blake**

*This course focuses on the lyric poems, extended epic cycles, and illuminated books of one of the most unique poets in English literature, William Blake (1757-1827). We will do a close reading of the poetry and images of the major works of Blake, with the help of text-critical, theoretical and historical perspectives, views of the body, innocence, experience, sexuality, the "margins" of literature; selfhood, self-giving, and "the gift of death" in the late prophetic books. Along with published books of the designs and extended commentaries on the illuminated books by David Erdman, images, bibliographies, and other resources from the online "Blake Archive" of Eaves and Viscomi will be used for "close reading" of Blake's illuminated books and visionary designs.*

*Humanities.*

*2 credits.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 127. Secrecy and Heresy**

*This seminar will explore religious literature, bodily practices, and social behaviors associated with the performance of secrecy in various geographical, historical, and political contexts. Religious communities have often employed secrecy as a strategy for the maintenance of group solidarity and religious identity when faced with allegations of heresy. Secrecy functions not only as a means to subvert and undermine the marginalization of religious minorities but as a powerful tool for the creation of more egalitarian possibilities through preservation of privileged knowledge and the presence of internally shared though externally undisclosed social and religious connections. What kinds of religious secrets are meant to be safeguarded? What set of behaviors and strategies are required to keep these "secrets" or sustain adopted personas? Is religious secrecy merely a tactic for ensuring survival in the context of social marginalization and political persecution? What is the relationship between secrecy and suspicion? Is it necessary that what one wishes to conceal is inherently negative, pernicious or even heretical?*

*Humanities.*

*2 credits.*

*Eligible for ISLM, MDST*

*Spring 2022. al-Jamil.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 180. Senior Honors Thesis**

*1 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

### **RELG 199. Senior Honors Study**

*0.5 credit.*

*Catalog chapter: Religion*

*Department website: <http://www.swarthmore.edu/religion>*

## **Sociology and Anthropology**

*Anthropology Courses*

*Sociology Courses*

*Sociology/Anthropology Courses*

## **Faculty**

**JAMES FENELON, Visiting Professor of Sociology**  
**FARHA N. GHANNAM, Professor of Anthropology<sup>3</sup>**  
**SARAH WILLIE-LEBRETON, Professor of Sociology, Provost<sup>4</sup>**  
**NINA JOHNSON, Associate Professor of Sociology**  
**MAYA NADKARNI, Associate Professor of Anthropology**  
**CHRISTINE SCHUETZE, Associate Professor of Anthropology, Chair**  
**ALEJANDRA AZUERO-QUIJANO, Assistant Professor of Anthropology**  
**DANIEL LAURISON, Assistant Professor of Sociology<sup>2</sup>**  
**SALVADOR RANGEL, Assistant Professor of Sociology**  
**EDLIN VERAS, Visiting Assistant Professor of Sociology**  
**DAVINA TWO BEARS, Post-Doctoral Fellow and Visiting Assistant Professor of Anthropology**  
**STACEY HOGGE, Administrative Assistant**

<sup>2</sup> Absent on leave, spring 2022.

<sup>3</sup> Absent on leave, 2021-2022.

<sup>4</sup> Administrative leave 2021-2022

*The Sociology and Anthropology Department provides students with intellectual tools for understanding contemporary and historical cultural patterns and social issues such as globalization, nationalism, racism, sexism, embodiment, and the complex layering of inequalities in everyday life. These two disciplines approach the study of social life from different avenues, each bringing a set of separate and overlapping analytical and research tools to intellectual tasks that are complementary and synergistic. Our students seek knowledge about societies of the world and the social dynamics within them. To that end, our majors each conduct independent projects based on primary research and/or fieldwork during their senior year.*

*Anthropology and Sociology analyze experiences at the level of the individual or the group and connect them to larger social dynamics. The disciplines illustrate how matters that are often perceived as "private troubles" are actually consequences of cultural categories and social structures, including those that appear and feel natural and inevitable. Among the goals of Anthropology and Sociology are to acquire knowledge about different social groups and culture systems and to engage critically with the complexities of social life.*

*The Department of Sociology and Anthropology offers a Course Major, Honors Major and Minor, and several Special Majors, but no Course Minor.*

## The Academic Program

### Overview of the Curriculum

*Acceptance to the SOAN department requires completion of at least two courses, with a B average, in the department.*

*In order to graduate, majors housed in the Sociology and Anthropology Department are required to complete at least the following core courses:*

1. ANTH 001. Foundations: Culture, Power, and Meaning
2. SOCI 001. Foundations: Self, Culture, and Society
3. At least one designated methods course
4. A 2-credit senior thesis (SOAN 096/097 or SOAN 180F/180S)

*The "Foundations" courses offer key introductions to the department's two fields; anthropology and sociology. Each highlights the distinct but complementary theories and methods of the two disciplines and provides a solid background to ongoing debates in each discipline. The courses examine concepts fundamental to both sociology and cultural anthropology and how these disciplines have changed over time.*

*The 2-credit senior thesis requirement, in which the student works closely with a faculty advisor, is normally completed in the fall and spring semesters of the senior year.*

*The requirement includes:*

1. SOAN 098. Thesis Writers Masters Class
2. SOAN 096/097(course) or 180F/180S (Honors)- Thesis tutorial

*The senior thesis project represents the centrality of research to our disciplines, and allows students to develop their research interests through working directly with a faculty member. Students enhance their analytical and writing skills and learn the process of developing and conducting a substantial research project from proposal to completed manuscript.*

*ANTH/SOCI/SOAN 001-019: Introductory courses serve as points of entry for students wishing to begin work in the department and are normally recommended before taking higher-level work in the department.*

*ANTH/SOCI/SOAN 020-090: Regular courses*

*ANTH/SOCI/SOAN 095-099: Directed Reading, Independent Study, Course Thesis*

*ANTH/SOCI/SOAN 100 to 180: Honors Seminars and Thesis*

*Note: Course labeling within each of the three tiers of offerings reflect internal departmental codes rather than levels of advancement or particular research areas.*

*For current course and seminar listings, consult the website at <https://www.swarthmore.edu/sociology-anthropology/current-courses>*

## Course Major

*Acceptance to the SOAN course major requires completion of at least two courses in the department with at least a B average, and at least a C average overall.*

*The applicant's performance in department courses is discussed during the application review process; we also consider carefully an applicant's potential for carrying out the department's senior thesis requirement.*

*Course majors are required to complete at least eight units of work in the department; of the eight, five are core, see overview of curriculum above.*

## Course Minor

*The Sociology and Anthropology Department does not offer a course minor.*

## Honors Major

*Acceptance to the SOAN honors major normally requires completion of at least two courses in the department with at least a B average, and at least a B average overall.*

***The department will evaluate the progress of students writing Senior Honor Thesis before the end of November. If progress is deemed inadequate, the student will be asked to withdraw from Honors.***

*Students seeking to complete an honors major are required to complete at least nine units of work in the department;*

*- five required core courses, see overview of curriculum above*



*- two 2-credit preparations. These preparations can include honors seminars, a course plus attachment, paired upper-level courses, or off campus study. The latter three forms of preparation must have the advance approval of the supervising faculty member and of the department.*

### ***Honors preparations (3):***

- 1. Thesis preparation: The thesis will be sent (the last day of April in your senior year) to and read by an external examiner, who will also administer an oral exam. These will be the bases for the examiner's evaluation of the thesis.*
- 2. Two 2-credit (non-thesis) preparations: evaluations will be in the form of written assignments or examinations given by the external examiners and completed by honors students at the end of the senior year. External examiners will also administer oral examinations.*

## Honors Preparation with Attachments

*Students wishing to prepare for honors through a course plus an attachment must obtain permission from the instructor. Honors preparation will consist of the following materials:*

-  *the syllabus for the course.*
-  *the syllabus for the attachment*

- *written materials as requested by the instructor. The syllabus for the class and for the attachment, plus the written materials, if any will be forwarded to the external examiner. The external examiner will be asked to prepare a written examination based on the material as a unified whole. An oral examination will follow.*

## Honors and Off-Campus Study

*There are a number of ways in which off-campus study can be either integral or complementary to an honors major in Sociology and Anthropology. These include, but are not restricted to, the development of an honors preparation from work abroad and preparation for the senior thesis. To explore off-campus study possibilities, students must consult with the Chair of the department.*

*Students who contemplate basing an honors preparation on off-campus study work must seek the department's conditional approval for this, before undertaking off-campus study. Upon returning from abroad, students must request departmental approval of the honors preparation based on work done abroad. To do this, students must submit to the department all materials done abroad, including syllabi and written work, which are intended to be part of the honors preparation. Upon review of these materials, the department will notify the student as to whether or not the proposed honors preparation is approved. Students should expect approval of only one honors preparation which includes off-campus study.*

## Special Major

*Acceptance to a special major housed in SOAN normally requires completion of at least two courses in the department with at least a B average, and at least a C average overall.*

*Most Special Majors need to be anchored in a home department. When a student anchors their special major in the department of Sociology and Anthropology, they must fulfill the requirements below. In many cases, the best option is pursuing a course major, since the department is not required to approve a Special Major application.*

*Requirements:*

- 1. Must complete the required core courses. See overview of the curriculum above.*
- 2. Four credits from outside of the department must be included as part of the special major.*
- 3. In putting together the special major, it is advisable that the student only designate ten courses as part of the major. That way there will be no problems with the 20-course rule.*

## Special Major in Medical Anthropology

*Applicants for the Course and Honors Special Major in Medical Anthropology will usually be expected to have completed at least two courses in the department with grades of at least a B, and to have at least a B average overall.*

*The special major in medical anthropology offers students the opportunity to tailor a scholarly exploration of medicine, health, and illness with a foundation in anthropology. Medical anthropology is a dynamic subfield of the discipline that offers important theoretical, critical, and comparative perspectives to the study of medical systems and healing practices in different cultures, and it provides ways to shape the work and practices of medical institutions and professionals. Medical anthropology pays attention not only to biomedicine and scientific knowledge but also to diverse ways of healing, managing pain, and defining wellbeing. It also pays close attention to the different local, national, and global forces that shape the health and wellbeing of various groups and their access to resources and knowledges. This special major will be of particular interest to students interested in graduate work in medical anthropology, the study of medicine, and those planning on pursuing training and work in diverse professions of the health field.*

*Requirements, at least 10 credits:*

- 1. ANTH 001. Foundations: Culture, Power, Meaning*
- 2. one methods course*
- 3. Thesis (to be discussed with advisor and developed beginning with declaration of special major)*
- 4. Must complete at least one of the following two courses in the SOAN department:*

*ANTH 043E. Culture, Health, and Illness*

*ANTH 049B. Comparative Perspectives on the Body*

■ *Additional recommended SOAN courses include:  
ANTH 002F. Anthropology of Childhood and the Family*

*ANTH 003G. First-Year Seminar: Development and its Discontents*

*ANTH 039C. Food and Culture*

*ANTH 053B. Anthropology of Public Health*

*ANTH 103. Humanitarianism: Anthropological Approaches*

*ANTH 133. Anthropology of Biomedicine*

*SOCI 050B. Medicine as a Profession*

■ *Up to four credits from outside of the department may be included as part of the special major, with permission from the department. Students are encouraged to tailor their courses outside the department to their particular areas of interest. Some recommended courses at Swarthmore include:  
POLS 048. The Politics of Population*

*ECON 075. Health Economics*

*ENVS 035/POLS 043B. Environmental Justice: Theory and Action*

*LITR 074F. A History of the Five Senses*

*HIST 066. The Social Construction of Diseases in the Modern World*

*HIST 080. History of the Body*

*PSYC 038. Clinical Psychology*

*RELG 031. Healing Praxis and Social Justice*

■ *Additionally, students are encouraged to explore course offerings in the Tri-co Health Studies Program and at the Health & Societies program at the University of Pennsylvania. Studying abroad could also be a valuable opportunity for the study of medical anthropology. Please consult with your advisor for guidance on course selection beyond Swarthmore.*

■ *In putting together the special major, it is advisable that the student only designate ten courses as part of the major. That way there will be no problems with the 20-course rule.*

### **Honors Special Major in Medical Anthropology**

*Students seeking to complete an honors special major in medical anthropology are required to complete the above requirements for the special major in Medical Anthropology*

*+ Three 2-credit preparations. These preparations can include honors seminars, a course plus attachment, paired upper-level courses, or off campus study. The latter three forms of preparation must have the advance approval of the supervising faculty member and of the department.*

#### **Honors preparations (4):**

- 1. Thesis preparation: The thesis will be sent (the last day of April in your senior year) to and read by an external examiner, who will also administer an oral exam. These will be the bases for the examiner's evaluation of the thesis.*
- 2. Three 2-credit (non-thesis) preparations: evaluations will be in the form of written assignments or examinations given by the external examiners and completed by honors students at the end of the senior year. External examiners will also administer oral examinations.*


## **Special Major in Political Sociology**

*Applicants for the Special Major in Political Sociology will usually be expected to have completed at least two courses in the department with grades of at least a B, and to have at least a B average overall.*

*The special major in Political Sociology offers students an opportunity to ground their inquiries into all things political--political economy, forms of political order and organization, regime formation and revolution, political action, parties and elections, policy, status, power--in a sociological approach that seeks to interrogate and understand social structures and insists that politics must be treated as fully implicated in every facet of the social order, from institutional arrangements to social relations. Political Sociology encompasses a wide variety of theoretical and methodological approaches with which sociologists attempt to describe and explain political phenomena. We cover a wide range of areas within the field, including race, class, migration, colonization, imperialism, public policy, urban politics, social movements, state-formation, revolutions, and cross-national social policy and policy outcomes.*

*Requirements, at least 10 credits:*

- 1. SOCI 001. Foundations: Self, Culture, and Society,*
- 2. one methods course,*
- 3. Thesis (to be discussed with advisor and developed beginning with declaration of special major)*

 *Courses to Consider:*

*SOCI 006C. FYS: Working Class and the Politics of Whiteness*

*SOCI 025B/PEAC 025B. Transforming Intractable Conflict*

*SOCI 025C. Globalization and Global Inequality*

*SOCI 026B. Class Matters: Privilege, Poverty & Power*

*SOCI 035B. Anti-Capitalism, Revolution and Resistance in the "Third World"*

*SOCI 035D. Transnational Migration*

*SOCI 035E. Race, Migration and the Law*

*SOCI 145. Sociology of Capitalism*

*SOCI 048G. Between the Is and the Ought: Black Social and Political Thought*

*SOCI 048K. The Mafia and the State*

*SOCI 048L. Urban Crime and Punishment*

*SOCI 058C. Manufacturing Scarcity: The Housing Crisis in American Cities and the People's Fight for A Home*

*SOCI 056C. Sociology of [this year's] election*

*SOCI 138. Du Bois and the 21st Century Color Line*

*SOCI 148. Advanced Topics in Political Sociology: Power, Governance, and the State*


*ANTH 037B. Anthropology of Law*

*ANTH 037C. Anti-Corruption Politics in Latin America and the Caribbean*

*ANTH 042D. Political Anthropology*

*ANTH 044. Gender, Sexuality and Social Change*

*ANTH 072C. Memory, History, and Nation*

 *Up to 4 courses outside department (strongly encourage Tri-co and Penn courses)*

*ECON 013. Economic Efficiency, Markets, and Distributive Justice*

*ECON 041. Public Economics*

*ECON 042. Law and Public Policy*

*ECON 073. Race, Ethnicity, and Gender in Economics*

*ECON 082. Political Economy of Africa*

*PEAC 014. Systems Thinking for Social Change*

*PEAC 055. Climate Disruption, Conflict, and Peacemaking*

*PEAC 135/SOCI 135. Social Movements and Non Violent Power*

*POLS 020B. Special Topic: Political Inequality in the U.S. (AP)*

*POLS 028. The Urban Underclass and Public Policy (AP)*

*POLS 031. Borders and Migration (CP)*

*POLS 054. Identity Politics*

*POLS 081. Global Environmental Governance (IR)*

## Honors Minor

*Acceptance to the SOAN honors minor normally requires completion of at least two courses in the department with at least a B average, and at least a B average overall.*

***The department will evaluate the progress of students writing Senior Honor Thesis before the end of November. If progress is deemed inadequate, the student will be asked to withdraw from Honors.***

*Students seeking to complete an Honors minor normally complete at least five units of work in the department;*

*- three are required: ANTH 001, SOCI 001, and at least one designated methods course*

*- one 2-credit preparation: an honors seminar, a thesis, a class with an attachment, or with permission, paired upper level courses.*

*The Honors Minor includes: One honors preparation in Sociology and Anthropology.*

*Depending on the format of the presentation, the examiner will receive the materials:*

- 1. For thesis preparations: the thesis will be sent (the last day of April in your senior year) to and read by an external examiner, who will also administer an oral exam. These will be the bases for the examiner's evaluation of the thesis.*
- 2. For non-thesis preparations: evaluations will be in the form of written assignments or examinations given by the external examiners and completed by honors students at the end of the senior year. External examiners will also administer oral examinations.*

## Honors Special Major

*Students seeking to complete an honors special major housed in SOAN are required to complete at least 11 units of work in the department;*

*- five are the required core, see overview of curriculum above.*

*- three 2-credit preparations. These preparations can include honors seminars, a course plus attachment, paired upper-level courses, or in special circumstances off campus study. The latter three forms of preparation must have the advance approval of the supervising faculty member and of the department.*

***Honors preparations (4):***

- 1. Thesis preparation: Thesis will be sent (the last day of April in your senior year) to and read by an external examiner, who will also administer an oral exam. These will be the bases for the examiner's evaluation of the thesis.*
- 2. Three 2-credit (non-thesis) preparations: evaluations will be in the form of written examinations based on the syllabi given by the external examiners and completed by honors students at the end of the senior year. External examiners will also administer oral examinations.*

## Thesis / Culminating Exercise

*In order to graduate, all majors housed in the Sociology and Anthropology Department must complete a 2-credit thesis. The 2-credit senior thesis requirement, normally completed in the fall and spring semesters of the senior year, includes the Thesis Writers Masters Class and a thesis tutorial in which the student works closely with a faculty adviser.*

*The senior thesis project represents the centrality of research to our disciplines, and allows students to develop their research interests through working directly with a faculty member. Students develop their analytical and writing skills and learn the process of developing and conducting a substantial research project from proposal to completed manuscript.*

## Advanced Placement/International Baccalaureate Credit

*Considered on a case-by-case basis for majors and minors.*

## Transfer Credit

*Considered on a case-by-case basis for majors and minors.*

## Off-Campus Study

*Because of its strong cross-cultural and transnational orientations, the department encourages students to study abroad. For many students, study abroad provides a basis for their senior thesis project (see the department's homepage 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.*

## Research and Experiential Learning Opportunities

*The Sociology and Anthropology Department emphasizes independent research. We prepare students to conduct research on primary and secondary documents as well as to conduct interviews, engage in participant observation, organize focus groups, administer surveys, and produce ethnographic films. By senior year, our students are ready to write a senior thesis that is not only based on library research but also in real-world experience. Recent student research projects have focused on issues such as alternative development programs in Latin America, health reform policies in the United States, and human rights in Africa. Independent research conducted by our students is one feature that consistently distinguishes them when they are pursuing jobs, fellowships, or graduate school admission.*

*Some students have the opportunity to conduct original research with faculty - whose approaches run the gamut from ethnography to discourse analysis to survey research. Students also explore the historical development of Sociology and Anthropology. Research design, qualitative research, and statistical analysis are important components of many of our courses, enabling students to undertake rigorous research projects and best analyze, interpret, and communicate their findings. The curriculum also provides opportunities for students to learn techniques to creatively convey their work through photography and documentary films.*

## Experiential and Service Learning Opportunities

*Experiential learning is an important component of Sociology and Anthropology. Our department strongly supports participation in study abroad as well as work in the field. For many students, these experiences challenge them to ask questions that eventually serve as foundations of their senior thesis project. Study abroad and fieldwork provide an opportunity for students to develop contacts and gain rapport within their eventual research setting. Funding is available from the College to support students in their pursuit of these experiences.*

## Summer Opportunities

*Summer funding opportunities exist and are particularly relevant for juniors planning research towards their senior thesis projects. Grants from a variety of college-administered sources are available to support research by students during the summer. Please have a look at: <http://www.swarthmore.edu/x8583.xml> to learn more about the extensive and generous funds for travel, research, internships, and faculty/student collaboration. We especially encourage our juniors to explore these possibilities. Funded summer research has often been the basis for fine senior theses.*



## Teacher Certification

Each year, in conjunction with the Educational Studies Department, a number of our majors seek teacher certification. Students contemplating teacher certification would normally schedule their program in a semester which does not conflict with their senior thesis. Such programs should be developed in close consultation with advisers in the Educational Studies Department.

## Anthropology Courses

Note: Course labeling within each of the three tiers of offerings reflect internal departmental codes rather than levels of advancement or particular research areas.

(ANTH 001-019) introductory courses

(ANTH 020-099) regular courses

(ANTH 100-199) seminars

reflect internal departmental codes rather than levels of advancement or particular research areas. Please consult the listings for prerequisites particular to each course.

### **ANTH 001. Foundations: Culture, Power and Meaning**

This course offers students a foundation in the theories, methods, and history of the discipline of cultural anthropology. Anthropology is a comparative study of culture, practice, and human diversity. This course will introduce students to some of the discipline's key conceptual innovations, theoretical approaches, and past and present debates. Anthropologists study various societies to understand how meaning is constituted and circulated, how daily practices are structured by social norms and power systems, and how people resist, subvert, and transform inequalities and common modes of identification. Drawing on deep engagement with specific groups, communities, and processes, anthropology offers unique insights into pressing questions of our time, such as the effects of the global circulation of capital and people and how social structures, cultural-political ideologies, and everyday life interact. Topics to be covered include ritual and religion, kinship and family, gift and exchange, citizenship and nationalism, gender and sexuality, medicine and healing, media and circulation, and food and consumption. Students will gain familiarity with ethnography, anthropology's flagship genre. We will also explore the discipline's key field research methods and the ethical issues related to its goals to understand, interpret, and represent the lived experiences of people in diverse contexts.

Required for SOAN majors and minors.

Social sciences.

1 credit.

Fall 2021. Nadkarni.

Spring 2023. Azuero-Quijano.

Fall 2023. Azuero-Quijano.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 002D. First-Year Seminar: Culture and Gender**

The goal of this seminar is to dismantle commonplace assumptions about gender, sexuality, and sexual difference. It brings key texts in gender theory (Foucault, Butler, and others) into conversation with anthropological studies that respond to, problematize, or advance these theoretical claims. Our focus is the gendered body as the site of power and resistance, in contexts that range from past empires to present-day inequalities, and from technologies of reproduction to drag performances of femininity.

Social sciences.

1 credit.

Eligible for GSST

Fall 2021. Nadkarni

Spring 2023. Nadkarni.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 002F. Anthropology of Childhood and the Family**

The experience of being a child would appear universal, and yet the construction of childhood varies greatly across cultures and throughout history. This course examines childhood and child-rearing in a number of ethnographic contexts, investigating children as both social actors and as the target of specific cultural ambitions and anxieties. Topics include new forms of family and reproduction, children as objects (and agents) of violence, and representations of childhood in human rights discourse, among others.

*Social sciences.*

*1 credit.*

*Eligible for GSST*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 003G. First-Year Seminar: Development and its Discontents**

*In this course, our goal will be to gain a new perspective on an often-unquestioned social "good": that of international economic development, including foreign aid to countries in the global south. This course will provide students with an introduction to the origin and evolution of ideas about development, and will encourage them to examine major theories and approaches to development from classical modernization theories to world-systems theories. Students will gain insight into how ideas of development fit into larger global dynamics of power and politics and how, contrary to professed goals, the practices of international development have often perpetuated poverty and widened the gap between rich and poor. During the course, we will investigate these issues through an array of texts that address different audiences including a novel, academic books and journals, film, popular writings and ethnographic monographs.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for BLST, PEAC, ESCH, GBLB - Core*

*Spring 2024. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 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.*

*Social sciences.*

*Writing course*

*1 credit.*

*Eligible for ISLM, GBLB-Paired*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 020J. Dance and Diaspora**

*(Cross-listed as DANC 025A)*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for ASIA, BLST, GSST, GBLB-Core*

*Fall 2021. Chakravorty.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 023C. Anthropological Perspectives on Conservation**

*Conservation of biodiversity through the creation of national parks is an idea and a practice that began in the U.S. with the creation of Yellowstone in 1872. In this course, we will examine the ideas behind the initial creation of national parks and explore the global spread of these ideas through the historical and contemporary creation of parks in other countries. As we examine the origin of the idea for parks, we will also consider the human costs that have been associated with their creation. Ultimately, the class offers a critical exploration of theories and themes related to nature, political economy, and culture-themes that fundamentally underlie the relationship between society and environment.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ENV5, GBLB- core*

Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 023E. Ethnographic Research Methods (M)**

*This course introduces students to the theory and practice of ethnographic research. Ethnography is the bread and butter of sociocultural anthropology, both as a research method and genre of writing. Ethnographic research methods are also gaining in popularity as a research methodology beyond the discipline as well as beyond the academy. Ethnographic research can be used to explore a range of scales, from the minutia of everyday experience-what Bronislaw Malinowski called the "imponderabilia of actual life"-to broad brushstroke analyses of social structure and symbolic meaning. But how do anthropologists practice their craft? What exactly do they do "out there" in the field and what is unique about their modes of studying human experience? This course offers students an opportunity to explore and gain practice using a variety of methods used in ethnographic research. We will pay particular attention to questions of knowledge, location, evidence, ethics, power, translation, experience, and the way theoretical problems can be framed in terms of ethnographic research. This course is in large part a workshop in which students will learn and mobilize various ethnographic methods and techniques, engage in ethnographic writing, and actively evaluate and guide one another's work. Students will apply what they learn during the course toward designing their own ethnographic research project.*

*Methods Course.*

*Social sciences.*

*1 credit.*

*Fall 2023. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 027B. Digital Ethnography (M)**

*An exploration of the trajectory and expansive potential for "virtuality" in anthropology along with examples of how ethnographers have been more recently engaging and experimenting with digital tools to do research remotely. The goal of the course is twofold. First, for students to learn the skills of virtual and digital ethnographic inquiry through the design of an individual ethnographic research project to be conducted over the course of the semester of the class. The course will provide students with the practical and critical skills to design, conduct, analyze, and write about ethnographic research through a series of weekly assignments, readings, and in-class discussions. Students will experiment and practice with different virtual ethnographic methods, including research at digital archives, data-gathering and analysis on social media, and online participant observation. Each student will choose the topic and format of their final project. Second, to reflect on and critically assess the dynamic character of ethnographic inquiry. We will pay special attention to the various ways in which digital ethnographic methods proved crucial to address the challenges of doing ethnographic research under changing global pandemic conditions.*

*Methods Course.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH*

*Spring 2022. Azuero-Quijano.*

*Fall 2022. Azuero-Quijano.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 029B. Ethnography: Theory and Practice (M)**

*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.*

*Methods course.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 032D. Mass Media and Anthropology**

*This intermediate course explores the anthropology of modernity and the mass-mediation of modern forms of knowledge. It examines how the emergence of mass media has produced new kinds of subjects and social relations: from novel images of nationhood to mass experiences of crime, war, and violence. Along the way, the course also asks the impact of new media technologies on how anthropology itself imagines identity, community, and locality.*

*Social sciences.*

*1 credit.*

*Eligible for FMST, INTP*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 033B. Environmental Anthropology**

*(Cross-listed as ENVS 024)*

*This course offers students an introduction to Environmental Anthropology, a subfield of anthropology which encompasses the study of the interrelationships between humans and the ecosystems in which they are embedded as well as analysis and application of anthropological knowledge to contemporary environmental issues. Humans have transformed their environments for millennia, but in recent decades, have altered the global environment in ways that have no precedent in human history or in geological time. With contemporary environmental crises as its backdrop, this course examines some classic and contemporary anthropological approaches to the environment, exploring the value of anthropological theory, methods, and approaches in the humanistic study of the environment. In this sense, the course will expose students to diverse ways for thinking about the environment in its many dimensions and critical perspectives on contemporary environmental issues. We will review various theoretical approaches and their implications for our understanding of human relations to the environment, and explore how anthropologists and those they study are engaging with contemporary environmental issues including biodiversity conservation, deforestation, community-based natural resource management, ecotourism, and climate change.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 033E. Environmental Justice: Ethnography, Politics, and Action**

*(Cross-listed as ENVS 029)*

*An introduction to the interdisciplinary field of environmental justice. It will draw on a range of research approaches and scholarship from the disciplines of anthropology, political ecology, environmental science, history, geography, the environmental humanities, and social movement theory. Taking advantage of the special format of the J-term, the course will focus on a series of texts each week, offering deep engagement to analyze diverse environmental justice struggles and community activism in contemporary environmental issues. Moreover, given the immediacy of the current global situation, we will explore the intersections and linkages between environmental justice and other socio-ecological crises, such as the COVID-19 pandemic. In addition to focusing on the course's core texts, the class will also explore the interlocking themes of social and environmental justice through other formats including podcasts, documentary films, and other digital media to provide a sense of what environmental injustice looks like in everyday life and how different people are rising up to bring about change. Students in this course will learn to analyze the social and political dimensions of environmental problems, how these entwine with scientific and technical dimensions, and to think creatively about possible solutions.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GLBL-core, INTP, PEAC*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 034C. Native American Cultures and Contemporary Music**

*(Cross listed as MUSI 009)*

*This course introduces students to Native American and Indigenous peoples through contemporary music. Students will read anthropological and ethnomusicology texts, engage Native pop culture and news media, watch music videos and listen to selections of Native American and Indigenous contemporary music from across the Americas. A main goal of this course is to gain knowledge and appreciation of Indigenous peoples, their cultures, and the social and environmental justice issues facing them in contemporary society.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Fall 2021. Two Bears.*

*Fall 2022. Two Bears.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 034D. Indigenous Archaeology**

*This course offers students an introduction to Indigenous Archaeology, which is archaeology for, by, and with Indigenous peoples. Since the colonization of this country Native Americans and Indigenous people's connections to ancient archaeological sites have often been ignored by archaeologists. This course examines how archaeologists marginalized Native American and Indigenous peoples from the field of archaeology, and how tribes responded to make significant changes within the field of archaeology. Students will learn about Indigenous interpretations of and interconnections between the land, Native cultures, sacred places, and archaeological sites. We will review various Indigenous archaeological and heritage projects and the methodological approaches used to explore the past through collaborations between Native Americans and archaeologists.*

*Social sciences.*

*1 credit.*

*Spring 2022. Two Bears.*

*Spring 2023. Two Bears.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 037B. Anthropology of Law**

*This course introduces students to the anthropological study of law through the investigation of the relation of law to violence, capital, and justice. Rather than assuming that law is a well-defined set of formal rules that constitutes the opposite of violence, an equivalent of justice, or a sphere autonomous from capitalism, this course seeks to provide students with critical and analytical skills to interrogate the relation of law to each of these terms. Students enrolled in this class will be introduced to some of the major themes and debates in legal anthropology as well as to texts and topics that exemplify how the discipline's approach to legal systems has changed over time. Through a combination of readings in anthropology, law, and legal studies as well as documentary and film, this course will offer students the opportunity to investigate law (both comparatively and in the U.S.) as a complex social practice, social technology, and mode of knowledge that constitutes the worlds we inhabit in both expected and unexpected ways. This class is ideal for students broadly interested in questions of law and justice, as well as students interested in anthropological theory and ethnographic methods.*

*Social sciences.*

*1 credit.*

*Fall 2021. Azuero-Quijano.*

*Fall 2022. Azuero-Quijano.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 037C. Anti-Corruption Politics in Latin America & the Caribbean**

*Anti-corruption discourse has become one of the salient modes of articulating claims for justice and against political, financial, and corporate power in contemporary Latin America & the Caribbean. In fact, the mobilization of anti-corruption discourse in the region has become an undeniable force capable of toppling governments, sending corporate executives to prison, and bringing masses to the streets demanding change. What is the relation between today's "wars" against corruption and ongoing transformations of political and economic power in Latin America & the Caribbean? How has anti-corruption discourse reshaped imaginaries of political transformation and emancipatory politics in the region? Rather than assuming a singular definition of corruption, this course explores it as a powerful concept that is not simply or neutrally defined by law or morality - one with a complex history linked to colonialism and imperialism, as well as to changing ideas of democracy and justice. Through our readings and discussions, we will develop critical and analytical tools to interrogate the long-standing stereotype of Latin America as inherently "corrupt" and how this stereotype is mobilized in the present. We will advance this critical work through exploring concrete cases that show the significance of anti-corruption politics as a tool for accountability and change.*

*Social sciences.*

*1 credit.*

*Eligible for LALS, ESCH, GBLB-core*

*Spring 2022. Azuero-Quijano.*

*Spring 2024. Azuero-Quijano.*

Catalog chapter: *Sociology and Anthropology*  
Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **ANTH 039B. Globalization and Culture**

*What is globalization? Is globalization "cultural imperialism," Westernization, Americanization, or McDonalidization? 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.*

*Social sciences.*

*Writing course.*

*1 credit.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 039C. Food and Culture**

*Food, a daily necessity for human survival, is strongly shaped by social relationships and cultural meanings. Who makes our food, what we eat, how we eat, and with whom we eat all reflect and reproduce various social connections and inequalities. This class explores how food, its making, and its consumption have been analyzed by different scholars, particularly anthropologists. We will also look at how various societies define, manage, and regulate the preparation and consumption of food. The class consider questions such as: Why do we serve specific foods at certain occasions? What constitutes a proper meal? How does class, gender, race, and ethnicity shape the making and serving of certain foods? Why might a particular food be viewed a delicacy in one society, but be seen as disgusting and repulsive in another? How did food become a "problem" that has to be managed in many of our contemporary societies? Through our readings and discussions, we will seek a deeper understanding of edible matters, how we shape them and how they shape us.*

*Social Sciences.*

*1 credit.*

*Eligible for GLBL- core*

*Fall 2023. Ghannam.*

Catalog chapter: *Sociology and Anthropology*

Department website: [www.swarthmore.edu/sociology-anthropology](http://www.swarthmore.edu/sociology-anthropology)

### **ANTH 042D. Political Anthropology**

*This course examines the anthropology of rights, justice, and the state. Its focus is citizenship: as both an ideal of formal equality and a lived practice of political belonging that reflects and reproduces social inequity. The first half investigates how citizenship intersects with forms of difference such as race, class, gender, sexuality, and ability. Ethnographic examples include debates about the legal recognition of gay marriage, spatial struggles over the right to the city, and disability activism and the biopolitics of citizenship. The second half examines how new forms of mobility of people, ideas, and capital challenge the nation-state as the site of political membership. What is the state's responsibility towards its "others": from transnational entrepreneurs to illegal migrant workers, and from political refugees to the detainees at Guantanamo Bay?*

*Social sciences.*

*1 credit.*

*Eligible for ESCH*

*Spring 2022. Nadkarni.*

*Spring 2023. Nadkarni.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 043E. Culture, Health, Illness**

*People in all societies encounter and manage sickness. Yet, there are diverse and unique approaches to understanding and managing health and disease. The human experience of sickness entails a complex interplay between biological, socio-economic and cultural factors. This course offers an introduction to medical anthropology, and draws upon social, cultural, biological, and linguistic anthropology to better understand those factors which influence health and well being (broadly defined), the experience and distribution of illness, the prevention and treatment of sickness, healing processes, the social relations of therapy management, and the cultural importance and use of pluralistic medical systems. Topics covered include how beliefs about health, disease and the body are constructed and transmitted, how healers are chosen and trained, social disparities in health and illness, and the importance of narrative and performance in the effectiveness of healing practices. Finally, we will consider the ways in which medical anthropology can shed light upon important contemporary medical and social concerns.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, GLOBL - Core*

*Fall 2021. Schuetze.*

*Fall 2023. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 044. Gender, Sexuality, and Social Change**

*(Cross-listed as PEAC 043)*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for PEAC, GSST, INTP, GLOBL- Core, ESCH*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 049B. Comparative Perspectives on the Body**

*Explore how different societies regulate, discipline, and shape the human body. In the first part, we examine social theories and explore the strengths and limitations of different approaches to the study of the body. In the second part, we look at several ethnographic cases and compare diverse cultural practices that range from seemingly traditional practices (such as circumcision and foot binding) to what is currently fashionable (including weight lifting, dieting, aesthetic surgery, piercing, and tattooing). When comparing body modifications through time and space, we seek to understand their socio-economic contexts and relate them to broader cultural meanings and social inequalities. We also investigate how embodiment shapes personal and collective identities (especially gender identities) and vice versa.*

*Social sciences.*

*1 credit.*

*Eligible for GSST, INTP, ESCH, GLOBL-Core*

*Spring 2023. Ghannam.*

*Spring 2024. Ghannam.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 049BA. Attachment: Comparative Perspective on the Body**

*An opportunity for interested students to expand their understanding of the theories that analyze the body and to comparatively explore how different societies manage, beautify, and regulate the human body. The first part of the semester, determined by the professor, focuses on reading theories that inform social analysis of the body while the second part, determined by both the faculty and the students, explores different topics that interest the students taking the course. This attachment is usually combined with the regular class to create a double-credit honors preparation.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **ANTH 053B. Anthropology of Public Health**

*This course introduces students to the study of "public health" and various problems framed by public health actors through the theoretical and methodological lenses of sociocultural anthropology. The field of public health is typically defined by its commitment to understand not just the manifestations and patterns of illness in populations, but the social, political and economic forces that place certain individuals and populations at greater risk of morbidity and mortality. By critically examining various frameworks for understanding disease in human populations, the class will explore the potentials and challenges of improving health and healthcare in various populations, both within and outside of the United States. Additionally, this class aims to demonstrate the value of anthropology to the field of public health and to efforts to solve national and global health problems. Students will be urged to think about "public health" and "global health" as dynamic cultural artifacts and cultural systems; and likewise, to consider how ethnography is an important methodological tool, both to understand public health agendas as well as to investigate the subjects and elisions of public health interventions.*

*Social sciences.*

1 credit.

Eligible for ESCH, GBLB-core

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 072C. Memory, History, Nation**

*How do national communities remember-and forget? What roles do commemoration and amnesia play in constructing, maintaining, or challenging national and collective identities? This course considers memory and its pathologies as a central problematic for the nation-state. It reads theory and ethnography against each other to explore the politics and aesthetics of national memory across numerous sites and contexts, attentive to both the collectivities such commemorations inspire and their points of resistance or failure.*

Social sciences.

1 credit.

Eligible for GSST, GBLB-Paired

Fall 2022. Nadkarni.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 072D. Visual Anthropology (M)**

*This course introduces students to the history, theory, and practice of visual anthropology. Topics include the intertwined histories of colonial photography and anthropology, how anthropologists use visual ethnographic methods as tools of cultural analysis, and how indigenous groups and activists use contemporary visual technologies to gain visibility and to remake their social worlds. The course will include a series of film screenings, as well as a small production component.*

Methods course.

Social sciences.

1 credit.

Eligible for FMST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 079B. Dancing Desire in Bollywood Films**

*(Cross-listed as DANC 079)*

*This course will explore the shifts in sexuality and gender constructions of Indian women from national to transnational symbols through the dance sequences in Bollywood. We will examine the place of erotic in reconstructing gender and sexuality from past notions of romantic love to desires for commodity. The primary focus will be centered on approaches to the body from anthropology and sociology to performance, dance, and film and media studies.*

Social sciences.

1 credit.

Eligible for ASIA, FMST, GSST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **ANTH 095. Independent Study**

*All students wishing to do independent work must have the advance consent of the department and of an instructor who agrees to supervise the proposed project. Two options exist for students wishing to get credit for independent work.*

*Option 1 - consists of individual or group directed reading and study in fields of special interest to the students not dealt with in the regular course offerings.*

*Option 2 - credit may be received for practical work in which direct experience lends itself to intellectual analysis and is likely to contribute to a student's progress in regular course work. Students must demonstrate to the instructor and the department a basis for the work in previous academic study. Students will normally be required to examine pertinent literature and produce a written report to receive credit.*

0.5 or 1 credit.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>



## Anthropology Seminars

### **ANTH 103. Humanitarianism: Anthropological Approaches**

*(Cross-listed as PEAC 103)*

*This honors seminar will introduce students to the most salient theoretical debates among anthropologists on humanitarian intervention around the world. We will also examine a range of case studies, from the birth of Western Christian humanitarian missions in colonial contexts to humanitarian interventions (e.g. military, food-based assistance, natural disaster relief, post-conflict reconstruction) today. The geographic scope of this seminar will encompass North America, South America, the Caribbean, Europe, sub-Saharan Africa, the Middle East/North Africa, East Asia, and South Asia. We will consider, for instance, how anthropologists have examined relief efforts in the wake of Hurricane Katrina in New Orleans. What social science scholarship has been produced on mental health interventions after political and natural crises in Haiti? How are victims of torture at the hands of the Indian military supported by international organizations in Kashmir? What is the nature of global Islamic humanitarianism today? How are local national staff employed by international organizations shaping humanitarian approaches to gender-based violence in Colombia? These are among the many questions we will address over the course of the semester.*

*Social sciences.*

*2 credits.*

*Eligible for ESCH*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 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.*

*Social sciences.*

*2 credits.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 122. Urban Ethnographies (M)**

*As key players in the global economy, cities are the focus of a rich body of literature that explores how urban life is shaped by the complex interplay between global, national, and local processes. How to best understand this interplay and how it shapes daily life in cities? How can we understand the inequalities that structure daily life in urban centers around the globe? How to analyze the different identities, spaces, and subjectivities that are being constituted under changing economic, social, and political conditions? In this seminar, we read ethnographies from and about cities around the globe and analyze how scholars, particularly anthropologists, have studied cities, their cultures, and social groups. We pay attention to the forces (such as neoliberalism, modernism, nationalism, and globalization) and inequalities (such as class, race, and gender) that shape urban life. The texts we read explore current pressing issues such as poverty, violence, policing, gentrification, and homelessness. Alongside our investigation of city life, students also will have the opportunity to develop their skills in ethnographic research methods by closely analyzing how different authors accessed and wrote about cities as well as by conducting their own mini-ethnographies.*

*Methods course.*

*Social sciences.*

*2 credits.*

*Eligible for GLBL-core*

*Fall 2022. Ghannam.*

*Fall 2023. Ghannam.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 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.*

*Social sciences.*

*2 credits.*

*Eligible for ISLM*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 127. Cultures of Contemporary Finance**

*Finance, a set of practices and institutions traditionally associated with credit, banking, and stock market investments, has changed dramatically in the last 50 years. Many observers use terms such as "financialization", "global finance", or "financial risk" to conceptualize different aspects of the newness of contemporary finance. This seminar begins with three apparently simple questions: What is unique about finance in the present? How is it shaping individual lives and the social world we inhabit? How is it shaped by individual and collective practices? This course explores these questions through a set of texts that approach finance as a social and cultural - as opposed to exclusively economic - phenomenon. Through a combination of multidisciplinary approaches, the course will offer students a set of critical and analytical tools to understand the preeminent role of finance as a social force in the present. This seminar is designed both for students interested in economics and finance, as well as students broadly interested in understanding the transformations of capitalism and the socio-economic and political forces that shape daily life around the globe. The seminar invites the rigorous exploration of the myriad ways in which contemporary finance is transforming a wide array of social domains, from politics to justice and accountability, from our imaginative to our knowledge making practices.*

*Social sciences.*

*2 credits.*

*Spring 2024. Azuero-Quijano.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **ANTH 133. Anthropology of Biomedicine**

*In this seminar we explore biomedicine from an anthropological perspective, exploring the entanglement of bodies with history, environment, culture, and power. We begin the course with a focus on the historical emergence of biomedical technologies and their related discourses and practices and then move into contemporary contexts of their use and circulation. Throughout, we focus on the ways in which the development, use, and distribution of biomedical technologies and discourses are influenced by prevailing medical systems, political interests, and cultural norms. Topics to be covered include biomedicine as technology, medical categorization and ideas of the normal, ethics and moral boundaries, the space of the clinic, the circulation of pharmaceuticals, and health and inequality.*

*Prerequisite: ANTH 043E or permission of the Instructor*

*Social sciences.*

*2 credits.*

*Eligible for GLBL-core*

*Spring 2022. Schuetze.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **Sociology Courses**

*Note: Course labeling within each of the three tiers of offerings reflect internal departmental codes rather than levels of advancement or particular research areas.*

*(SOCI 001-019) introductory courses*

*(SOCI 020-099) regular courses*

*(SOCI100-199) seminars*

*reflect internal departmental codes rather than levels of advancement or particular research areas. Please consult the listings for prerequisites particular to each course.*

### **SOCI 001. Foundations: Self, Culture and Society**

*This course offers a foundational introduction to the discipline of sociology. Throughout the course, we will examine key theories and concepts sociologists use, reading authors like W.E.B. DuBois, Marx, Weber, Durkheim and Bourdieu. We will also explore some of the key issues sociology tackles, including race and racism, gender and sexism, class and inequality, and the role of states and other power structures in shaping these and other facets of our social world.*

Required for SOAN majors and minors.

Social sciences.

1 credit.

Spring 2022. Rangel.

Fall 2022. Rangel.

Spring 2024. Laurison.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 006C. First-Year Seminar: The Working Class and the Politics of Whiteness (W)**

*Who are the "white working class" in the United States? How do they live, what do they believe, and why? Or, is there even such a thing as "the" white working class? How did this racialized category come to evoke images of both "everyday Americans" in some circles, and (at least in some others) the Trump supporters who staged an attempted coup in January 2021?*

*This course is dedicated to both sets of questions. First, we will look at the actual lives, beliefs, and political behavior of people who could be categorized as white and poor or working class. Then we will take up the question of the ways this category is deployed in our political discourse, for what purposes, and by whom. In the course of reading and writing about these issues, we will develop our understanding of class, race, inequality and politics in the United States.*

Social science.

Writing course.

1 credit.

Eligible for PEAC

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 007B. Introduction to Race and Ethnicity in the United States**

*Today, most sociologists and anthropologists acknowledge that race is a social construct and not a biologically measurable and discrete category. Although race does not exist in any consistent physiological way, it remains a central aspect of personal and cultural identity, often standing in for the concept of culture or ethnicity and usually connoted by physically identifiable (or marked) difference. Race is also one of the most significant predictors of quality of life for groups and individuals in the United States. With this in mind, we will examine the concepts of race and its history in the United States. Paying particular attention to the legacy of white supremacy in the United States, we will explore the multiple ways that race and ethnicity function in this country.*

Social sciences.

1 credit.

Eligible for BLST, ESCH

Spring 2022. Johnson, Veras.

Spring 2023. Veras.

Spring 2024. Veras.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 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 U.S.*

Social sciences.

1 credit.

Eligible for BLST, GSST

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 016B. Research Methods in Social Science (M)**

*This course is designed to provide an in-depth view of quantitative and qualitative research methods in the social sciences. Topics covered include (1) hypothesis formulation and theory construction (2) the measurement of sociological variables (3) data collection techniques - experimental, survey, and observational. At the end of the course, students should appreciate both the strengths and the limitations of*

*sociological research techniques and will have a solid foundation for beginning to conduct research on their own.*

*Methods course.*

*Social sciences.*

*1 credit.*

*Fall 2021. Laurison.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 016E. Marriage and Family**

*The family is often considered the most fundamental social institution. It is within the family that early socialization and care-giving usually take place, shaping our ideas about the world. Yet we often find it difficult to see how a social institution as private as the family is shaped by historical and social forces. This course will give students the opportunity to learn about the diverse forms the family has taken over time and the social forces that have shaped them. This knowledge will be useful in examining ongoing debates about social policy and the place of the family in social life. By taking a sociological approach to learning about the family and by gaining knowledge about national family trends and patterns in the U.S., this course will give students the theoretical and empirical tools to understand how family life is linked to social structure; to economic, cultural, and historical events and transitions; and to status characteristics like race, class, and gender.*

*Social sciences.*

*1 credit.*

*Spring 2023. Staff.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 020C. Global Colorism**

*"I don't see color." The common adage is an allusion to a society in which phenotype bears minimal weight on one's life chances. Scholars have long noted that the opposite is true-what we look like matters and greatly impacts our lives. Only coined in the 1980s, colorism, the preferential treatment of those with lighter skin and "desirable" features, has plagued communities of color for centuries. In this course, we will trace the origins of colorism considering global contexts for communities of color in general, and the African diaspora in particular. We will use emerging theories of colorism to examine the role of racism, colonialism, media, and capitalism in engendering and maintaining colorist ideals in contemporary society. We will engage academic and 'non-academic' texts to expose the variations of systemic colorism on a global scale often impacted by other demographic markers including: gender, region, class, ethnicity, and culture.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-paired*

*Fall 2021. Veras.*

*Fall 2022. Veras.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 020D. Race in Latin America and the Caribbean**

*Is it the "one-drop rule," phenotype, or something else? Indeed, as a social construct, racial categories are created, codified, and contended based on their unique sociopolitical histories. This course will introduce you to the sociological study of race and ethnicity throughout the Americas-North, Central, and South. We will learn how white supremacy, The Transatlantic Slave Trade, and imperialism have shaped the sociohistoric construction of race over time and space and its implications for racial inequality in respective societies. Central to this course, is understanding comparative perspectives with how anti-Blackness and anti-indigeneity is constructed in Latin America, the Caribbean, and the United States. The course invites us to consider how the legacies of European domination persist, and to think critically about how to move forward.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS*

*Fall 2021. Veras.*

*Fall 2023. Veras.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 025B. Transforming Intractable Conflict**

*(Cross-listed as PEAC 025B)*

*This course will address the sociology of peace process and intractable identity conflicts in deeply divided societies. 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.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC*

*Spring 2022. Smithey.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 025C. Globalization and Global Inequality**

*Globalization, it is widely recognized, is profoundly remaking social structure and transforming the lives of people in every corner of the planet. Our personal biographies are linked to increasingly dense networks of global interrelations, as the integration of societies, economies, and cultures fundamentally transforms human life. The concept of globalization is contested, meaning that there are different and competing understandings of what the term means and how to assess the process. Regardless of how we conceive globalization, the concept occupies an increasingly prominent place in the social sciences and humanities and for a very good reason: it is impossible to understand the world in the early 21st century without understanding globalization and its consequences. The objective of this course is to explore what has come to be known as globalization studies, and in particular, to survey the distinct themes sub-areas that make up the sociology of globalization. These include: theories of globalization; the global economy; political globalization; globalization and culture; transnational social movements; globalization and the environment, transnational migration; global conflicts and global inequality.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Fall 2021. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 026B. Class Matters: Privilege, Poverty and Power**

*This class examines the ways our social origins (or class backgrounds) impact our lives, and the ways in which class positions are passed down (or not) across generations. We will discuss what we mean by "class"; economic inequality and poverty; intersections of class with racial, gender, and other forms of inequality; cultural and social capital; tastes and lifestyles; the role of education in both promoting social mobility and reproducing class inequalities; and the role of the state in shaping inequalities and mobility chances.*

*Social sciences.*

*1 credit.*

*Fall 2021. Laurison.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 026D. Sociology of Gender**

*What is gender and how do we make sense of it? This course will offer students an overview of the various ways social scientists describe how societies think about and are built on gender and gender differences. This course has two aims. First, the course will introduce students to some of the main frameworks used to define and explain gender in sociology and social science research. Second, it will focus more specifically on how these frameworks and gender-based issues manifest in the world around us. This is an overview course meant to give students a broad introduction into different areas of theory and research in gender studies from a sociological view-point. It focuses primarily on gender in the West with a specific emphasis on the United States although we will touch on theories and research beyond the U.S. context.*

*Social sciences.*

*1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 026E. Introduction to Social Statistics (M)**

*We frequently encounter statements or claims based on statistics, such as: women earn less than men, the American population is becoming more racially and ethnically diverse, or married people are healthier than unmarried people. On what information are these statements based? What kinds of evidence support or refute such claims? How can we assess their accuracy? This course will show students how to answer these sorts of questions by interpreting and critically evaluating statistics commonly used in the analysis of social science data. Hands-on data analysis and interpretation are an important component of the course.*

*Methods Course*

*Social sciences.*

*1 credit.*

*Spring 2024. Staff.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 027D. Qualitative Methods (M)**

*This course expands students' knowledge of qualitative research methods, including ethnography and semi-structured interviewing. Through qualitative methods researchers can develop rich and detailed understandings of social processes and problems. These methods allow researchers to examine phenomena in relationship to particular social contexts. Qualitative research is also unique in its focus on the experiences and voices of research participants. In this course, students will read studies that employ qualitative methods and will discuss theoretical approaches, as well as ethical issues involved in designing and implementing a qualitative study. Course readings will include practical guides to conducting qualitative research. Students will gain experience in qualitative methods by conducting interviews and observations and writing a research proposal.*

*Methods course.*

*Social sciences.*

*1 credit.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 028. Black Liberation 2020**

*(Cross-listed as BLST 028)*

*2020 has been a tumultuous year. Economic, social, environmental and political events around the world have put global racial hierarchy in stark relief. In the United States, the Coronavirus pandemic is revealing and exacerbating existing racial inequalities. The continued state sponsored killing of Black people has sparked the latest iterations of the Black Liberation Movement within and across multiple boundaries. In this interdisciplinary course, we will investigate and uncover the seeds of these movements in previous eras, the conditions of white supremacy that continue to call forth resistance, and the manifestations of that constant resistance globally, nationally, and local to our city of Philadelphia. In partnership with the Pulitzer Center, students will work with preeminent journalists, local organizers and community members to create a podcast that will serve as a digital archive to tell multifaceted stories of Black Liberation 2020.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, GLBL-core*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOCI 030C. The Black Atlantic: Diasporic Perspectives and Resistance**

*(Cross-listed as BLST 030C)*

*Triumph, failure, defeat, and resistance vis a vis slavery, colonization, and emancipation, are central in shaping the vastness of Black experiences. In this course we bridge individual and historical processes. Our engagement with Black authors' historical fiction and empirical works invites us to consider the day-to-day negotiations of Black: struggles, joys, sorrows, and freedoms as both intimately personal and ideological endeavors. Our focus spans slavery in the US and Caribbean and colonization of sub-Saharan Africa, highlighting important connections and distinctions unique to locales and their relationality to white supremacy.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Spring 2022. Veras.*

*Spring 2024. Veras.*

Catalog chapter: *Sociology and Anthropology*  
Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 031C. Indian Nations and Native America**

*This course traces the 500 years of conquest, colonialism, genocide, resistance, survivance and revitalization of Native Nations in the Americas, with a special focus on North America. It also covers contemporary issues and social realities (of Indigenous peoples) within the United States, Canada, Mexico and Turtle Island generally. We discuss origins and struggles over sovereignty, social movements, federal recognition, enrollment, tribal citizenship, mascotry, Indian gaming, socio-cultural identity and Native worldviews, including alternatives to ongoing environmental degradation. The class provides students with opportunities to develop their specific knowledge of individual tribal nations, including Pueblos Indigenas in Central America and the First Nations of Canada and the Arctic.*

*Social sciences.*

*1 credit.*

*Eligible for PEAC, ESCH, GBLB-core*

*Spring 2022. Fenelon.*

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 035B. Anti-Capitalism, Revolution and Resistance in the "Third World"**

*This class will introduce students to the long history of struggle in the so-called third world. We will read and analyze the various movements that have sought to resist and challenge the imposition of the oppressive systems of capitalism, colonialism and racialization. The aim of the class is to question the naturalization of these systems of oppression and to appreciate the many ways in which people have sought to resist and challenge their imposition. The class is framed from the perspective of the oppressed and presents as history from below. We will cover such themes as the resistance against the privatization of the commons; slave revolts; the Third World Movement; Socialism in Latin America and the Cuban Revolution.*

*Social sciences.*

*1 credit.*

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 035D. Capitalism and Migration**

*The issue of transnational migration has been much debated by politicians, the media and laypeople alike. This is especially the case in the last few years. Images of migrants making their way to the nearest border, families being separated through deportation and children being detained in cages fill our screens. But, do we understand what causes people to migrate in the first place? To understand this, we need to analyze the root causes of transnational migration as well as the politics involved in it. This will require engagement with issues of power, the legal system and the production of migrant illegality, race, the nation-state, etc. Rather than only a survey of theories related to the topic, this class is designed to provide you with a holistic approach to the study of migration from a critical sociological perspective.*

*Social sciences.*

*1 credit.*

*Eligible for ESCH, LALS, GBLB-core*

*Fall 2021. Rangel.*

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 035E. Immigration, Race, and the Law**

*"What part of 'illegal' don't you understand?" is perhaps the most common phrase that immigration restrictionists offer as a way to support their opposition to undocumented migration while seemingly supporting the "rule of law." The phrase is usually an attempt to shut down debate around the issue of undocumented migration by appealing to the perceived infallibility of the law. As we will learn in this class, however, there is much that we don't understand when it comes to how the presence of certain groups of people in the country is rendered "illegal". We will also examine how the notion of illegality is a profoundly racialized one, with some people's citizenship commonly viewed as suspect, regardless of their legal status in the country. With the aid of theory and history, we will question the presumed neutrality and infallibility of the law and study the inherent exclusionary nature of citizenship under capitalism.*

*Social sciences.*

*1 credit.*

*Eligible for LALS*

Spring 2023. Rangel.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 036B. Field Methods (M)**

*In this course students are introduced to the theory and practice of field methods and their utility to sociologists. Students will design and carry out their own semester long research project employing both participant observation and in-depth interviewing.*

*Methods course.*

*Social sciences.*

*1 credit.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 036E. Gender, Family, and Work in East Asia**

*This course examines issues regarding gender, family, and work in contemporary East Asian societies from a sociological perspective. The major goals of this course include: understanding how family life and work interconnect and interfere with each other and the implications that this has for women and men; and gaining empirical knowledge about gender, work, and family in East Asia. By taking a sociological approach to learning about the family and work and by gaining knowledge about empirical trends and patterns in East Asia today, this course will give students the theoretical and empirical tools to understand how family life is linked to social structure; to economic, cultural, and historical events and transitions in non-western contexts.*

*Social sciences.*

*1 credit.*

*Fall 2022. Staff.*

*Spring 2024. Staff.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 037C. Racial Geographies**

*This course considers how racially oppressed peoples have imagined and interpreted place in ways that affirm life, foster belonging, expose conflict, and create change. We will consider how the meaning and value of place is always being contested by differently situated social actors. Moreover, we will consider how the loss of place can have destructive implications for collective identity and memory, but can also promote collective action. Course readings will examine processes of forced migration, segregation, urban renewal, gentrification, displacement, and community building.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 037G. Sociology of Gentrification**

*This course offers an in-depth examination of gentrification as a process of urban change. Students will learn about the various ways that researchers have defined and explained gentrification. The course will consider the following questions: What are the origins and causes of gentrification in cities in the U.S. and globally? How is gentrification tied to race and class inequality? What are the consequences of gentrification for longtime residents? Who are gentrifiers and what motivates their residential choices? What are the implications of gentrification for the future of cities?*

*Social sciences.*

*1 credit.*

*Fall 2023. Evans.*

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 041C. Indigenous Peoples and Globalization**



(Cross-listed as ENVS 033)

*This course provides a sociological look at Indigenous Peoples from the local to the global, including Native Nations (and Tribes) of the U.S., Latin America, the Maori (New Zealand), Adevasi (India), and the many Peoples from East Asia, Africa and Europe. We discuss models for understanding Indigenous struggles in the 21st century, especially in line with the United Nations Declaration of the Rights of Indigenous Peoples (UN DRIP), and levels of Sovereignty, Autonomy, and Minority status (world-systems analysis). We pay special attention to Indigenous peoples (tribes) who continue to survive and thrive in a modern world of global climate change, neoliberal capitalist hegemony and extreme cultural domination. The class provides students opportunities to view interdisciplinary global issues - environmental world threats, social change and refugees, hegemonic decline, regional warfare of nation-states, spirituality, food sovereignty - from Indigenous perspectives.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, PEAC, GBLB-core*

*Fall 2021. Fenelon.*

*Fall 2022. Fenelon.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 145. Sociology of Capitalism**

*This class will provide students with an in-depth examination of capitalism and its logics and the impact that it has on their everyday lives. The first part of the class will provide an overview of the main ways in which sociologists approach the study of capitalism, focusing particularly on Max Weber and Karl Marx's views of the origins of the capitalist system. After this, we will explore the inner logics of the capitalist system, learning not only how it works, but also tracing some of its main contradictions and why it regularly leads to economic and social crisis. The last part of the course will focus on the impact of capitalism on various aspects of our daily life, presently and in the future.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Fall 2022. Rangel.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 046B. Data Visualization (M)**

*Data visualization provides one of the most powerful ways to understand and communicate patterns in the social world. They say a picture tells a thousand words; when done well, images can help us understand and remember complex patterns at a glance. In this class you will learn about the properties of effective data visualization and apply them to survey data. Surveys can tell us about who supports the president, how levels of religiosity vary across the world or across time, the income rewards of a college education, and more. You will use survey data to examine (some of) \*your\* questions about the social world and design visuals to effectively communicate your answers.*

*Methods Course.*

*Prerequisite: Basic familiarity with one or more of the following: survey data (datasets, variables), Stata, R, or probability/inference.*

*If you have taken SOCI 016B, Econ 031, and/or Stat 11, you are prepared enough to take this class.*

*Social sciences.*

*One laboratory per week.*

*1 credit.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

### **SOCI 048G. Between the "Is" and the "Ought" Black Social and Political Thought**

(Cross-listed as BLST 040G)

*Our study of black social and political thought will include not only the pivotal scholarly texts, but also the social and political practice and cultural production of abolitionists, maroons, Pan-Africanists, club women, freedom fighters, poets, and the vast array of "race men and women" across the spectrum of crusades. We will explore the range of intellectual and cultural production and protest ideology/action of Blacks through the politics and social observation of the pre-emancipation period, post-emancipation liberation struggles, and the post-colonial and post-civil rights period.*

*Social sciences.*

*1 credit.*

*Eligible for BLST*

*Fall 2023. Johnson.*

Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 048I. Race and Place: A Philadelphia Story**

*Using Philadelphia neighborhoods as our site of study, this course will analyze the relationship between race/ethnicity and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. We will survey major theoretical approaches and empirical investigations of racial and ethnic stratification in cities, their concomitant policy considerations, and the impact at the local level in Philadelphia. As part of The Tri-Co Philly Program, this course will engage scholars, practitioners, community members, and leaders as teachers, learners, and researchers alongside students in the course.*

*Prerequisite: Requires permission of the Instructor.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ESCH*

*Fall 2023. Johnson.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 048K. Political Sociology: The Mafia and the State**

*This course will introduce students to the comparative study of criminal organizations across the globe. In it, we will explore the social, political and economic conditions in which organized crime develops. Analyses will be focused on the organization of criminal networks, rules and codes, activities both in legitimate business and illegal markets, and their relationship to politics. This comparative approach will enable students to identify those factors facilitating the emergence, migration and persistence of organized crime across nation states and global polities - emphasizing the mechanisms, processes and institutions that structure and are structured by criminal organizations. We will survey the major theoretical approaches and empirical investigations of Mafias and like organizations in Italy, Russia, China, Japan, Central Asia, Central and South America, the United States, and locally in Philadelphia.*

*Social sciences.*

*1 credit.*

*Eligible for GBLB-core*

*Spring 2024. Johnson.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 048L. Urban Crime and Punishment**

*This course takes a sociologically based yet interdisciplinary approach to the study of the politics of crime and the criminal justice system in U.S. cities. We investigate the origins of the politics of law and order from the mid-twentieth century to today, against a broader backdrop of macrostructural changes in the social, economic, and political landscape including but not limited to urban de-industrialization and suburbanization. Using Philadelphia neighborhoods as our site of study, this course will analyze the relationship between urbanity, criminality and spatial inequality, emphasizing the institutions, processes, and mechanisms that shape the lives of urban dwellers. We will survey major theoretical approaches and empirical investigations of politics, crime and stratification in cities, their concomitant policy considerations, and the impact at the local level in Philadelphia. Readings and in-class discussions will be supplemented by experiences in the field and guest speakers drawn from organizations involved in the crime/criminal justice system.*

*Requires permission of the Instructor.*

*Social sciences.*

*1 credit.*

*Eligible for BLST, ESCH*

*Fall 2021. Johnson.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 050B. Medicine as a Profession**

*This course will bring a sociological perspective to the history of the healing arts; the professionalization of medicine; the corporatization of health care; the elaboration of health occupations and specializations; public health; socialization and medical education; emotional labor; caring work; and organizational contexts within which health care work is embedded.*

*Social sciences.*

1 credit.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 056C. What Happened? Philadelphia and the 2020 Election**

*This course will cover, as the title suggests, the role of people and political organizations in Philadelphia in the 2020 Election. We will work together to understand how people understand politics, and how political campaigns, PACs, and non-profit organizations work to persuade and mobilize potential voters.*

*Social sciences.*

1 credit.

Eligible for ESCH

Fall 2023. Laurison.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 056D. Race, Class and Political Power: The Sociology of Elections**

*In this course, we will use the unfolding 2022 elections as a case study for understanding some of the most pressing issues in American democracy: the rise of Trumpism, the stark inequality in political participation, the sense many people have that electoral politics doesn't represent them, and the ways in which the rules & structure of our electoral system skew representation towards those with more resources. We will work together to better understand how people understand politics, and how political campaigns, PACs, and non-profit organizations work to persuade and mobilize potential voters.*

*Social sciences.*

1 credit.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 058B. Black Feminisms**

*In this course, we will examine the contours of Black women's (womyn's/womxn's) ways of naming, being and knowing, their resistance to gender and race hierarchies, violence, domination, and oppression, and their insistent love, joy, art, and creative practices. We will center black queer feminisms, explore the intersections of race, gender and sexuality with class, region, religious and spiritual practices, generation, space and place; explore black feminist thought and its relationship to womanism and other feminisms; explore the multitude of positionalities of black women (womyn/womxn); examine mediated representations of black women; the commodification of black women's aesthetics, bodies and sexualities, and the resistance to the same; and highlight black women (womyn/womxn) and femme centered spaces and collectives.*

*Social sciences.*

1 credit.

Eligible for BLST, GSST

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

### **SOCI 058C. Manufacturing Scarcity: The Housing Crisis in American Cities and the People's Fight for A Home**

*In this course, we will investigate the social, political, and economic conditions that led to the current housing crisis in American cities. We will cover the history of private property and its role in the developing and maintaining multiple social hierarchies, including and especially those of race, class, gender and gender expression, sexuality, ability, immigration status, nation of origin, carceral status and others. We will also analyze the ways in which these social categories, and the ways they intersect, determine access to housing and all the other social goods tied to it. Finally, we will look at how policies at the state, federal, and local level and importantly, resistance and resistance movements have shaped how people live in cities now.*

*Social sciences.*

1 credit

Eligible for ESCH

Spring 2022. Johnson

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## **SOCI 062B. Sociology of Education**

*(Cross-listed as EDUC 062)*

Social sciences.

Writing course.

1 credit.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **SOCI 071B. Research Seminar: Global Nonviolent Action Database (M)**

*(Cross-listed as PEAC 071B)*

*This research seminar involves working with The Global Nonviolent Action Database built at Swarthmore College. This website is accessed by activists and scholars worldwide. The database contains crucial information on campaigns for human rights, democracy, environmental sustainability, economic justice, national/ethnic identity, and peace. Students will investigate a series of research cases and write them up in two ways: within a template of fields (the database proper) and also as a narrative describing the unfolding struggle. Strategic implications will be drawn from theory and from what the group is learning from the documented cases of wins and losses experienced by people's struggles.*

*Methods Course.*

Social sciences.

Writing course.

1 credit.

Eligible for PEAC, GBLB-core

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **SOCI 095. Independent Study/Directed Reading**

*Two options exist for students wishing to get credit for independent work. All students wishing to do independent work must have the advance consent of the department and of an instructor who agrees to supervise the proposed project.*

*Option 1 - consists of individual or group directed reading and study in fields of special interest to the students not dealt with in the regular course offerings.*

*Option 2 - credit may be received for practical work in which direct experience lends itself to intellectual analysis and is likely to contribute to a student's progress in regular course work. Students must demonstrate to the instructor and the department a basis for the work in previous academic study. Students will normally be required to examine pertinent literature and produce a written report to receive credit.*

*0.5 or 1 credit.*

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **Sociology Seminars**

### **SOCI 109. Distinction: On Class and the Judgment of Tastes**

*This honors seminar is centered on reading Bourdieu's *Distinction: A Social Critique of the Judgment of Taste*. This book lays out and applies a set of principles for understanding social inequality, with a particular focus on how people's cultural tastes or practices are often used to justify their dominated social position. We will read the entire book carefully, in conversation with a number of strains of sociology that engage with it, foreshadow it, or complicate it. Readings include work by WEB Du Bois (*Black Reconstruction, Souls of Black Folk*) and Thorstein Veblen (*The Theory of the Leisure Class*), and contemporary American scholars Prudence Carter (*Keepin' It Real: School Success Beyond Black and White*), Betsy Leondar-Wright (*Missing Class: Strengthening Social Movement Groups by Seeing Class Cultures*), Lauren Rivera (*Pedigree: How Elite Students Get Elite Jobs*) and Anthony Jack. 2019 (*The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*). We will tackle topics such as: how people make judgments about one another; the role of judgments of taste, style, and embodiment in reproducing class and race advantages & disadvantages; the role of class, class cultures, race and racism in American (and European) politics.*

Social sciences.

2 credits.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 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 U.S. is the focus, but other countries will be examined. Without exception, an introductory course on race and/or racism is a prerequisite.

Social sciences.

2 credits.

Eligible for BLST

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 135. Social Movements and Nonviolent Power**

(Cross-listed as PEAC 135)

In this two-credit Honors seminar, we will study the global proliferation of the strategic use of nonviolent tactics and methods and investigate the power in social relations upon which collective nonviolent action capitalizes. We will also address sociological literature on the emergence, maintenance, and impact of social movements. For examples of the kinds of case studies covered in this seminar, visit

<https://nvdatabase.swarthmore.edu>

Social sciences.

2 credit.

Eligible for PEAC, GBLB-core

Fall 2023. Smithey.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 138. DuBois and the 21st Century Color Line**

(Cross-listed as BLST 138)

This course will generate an understanding of the sociology of W. E. B. DuBois and the role of insurgent theory. In it, we will uncover DuBois' role as a founder of American sociology and analyze the social and political factors that relegated DuBois to the margins of the sociological enterprise for over a century. Further, we will explore the significance of W.E.B. DuBois' contributions to projects of collective racial advancement and the intellectual climate of twentieth-century America; identify critical junctures in the scholar's life related to his evolving and some would argue increasingly radical worldview; highlight the importance of DuBois' sociological, philosophical, artistic, and educational contributions to the transformation of 20th century American society; and ruminate on what lessons the life and work of DuBois offer us in this contemporary moment.

Social sciences.

2 credits.

Eligible for BLST

Fall 2023. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOCI 148. Topics in Political Sociology: Power, Governance and the State**

Using the US case, this course will examine the influence of social forces on formal politics as well as politics in non-formal settings, emphasizing the institutions, processes, and mechanisms that shape the lives of citizens. We will survey major theoretical approaches and empirical investigations of key issues and debates in political sociology, their concomitant policy implications, and the impact on the populace including definitions of power, elites and decision making, social cleavages in participation, and the role of economic interests in governance.

Social Sciences.

2 credits.

Eligible for ESCH

Fall 2021. Johnson.

Catalog chapter: Sociology and Anthropology

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## **Sociology/Anthropology Courses**

### **SOAN 020B. Urban Education**

*(Cross-listed as EDUC 068)*

*Social sciences.*

*1 credit.*

*Eligible for BLST, LALS, ESCH*

*Fall 2023. Liu.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 020D. Music and Dance Cultures of the World**

*(Cross-listed as MUSI 005A)*

*In this course we take an ethnomusicological approach to examine music and dance cultures from around the world. We will consider music and dance both in and as culture with attention to social, political, and historical contexts. Topics will include identity, race, ethnicity, gender, class, religion, memory, migration, globalization, tourism, and social and political movements. The course will provide an opportunity to develop critical listening and analytical skills to discuss sound and movement.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Eligible for GLBL-Core*

*Fall 2021. Stewart.*

*Fall 2022. Stewart.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 020E. Music & Mao: Music and Politics in Communist China**

*(Cross-listed as MUSI 008A)*

*Social sciences.*

*1 credit.*

*Eligible for ASIA*

*Catalog chapter: Sociology and Anthropology*

*Department website: <https://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 020M. Race, Gender, Class and Environment**

*(Cross-listed as ENVS 043, ENGL 089)*

*This course explores how ideologies and structures of race, gender, sexuality, and class are embedded in and help shape our perceptions of and actions in the "environment." Drawing on key social and cultural theories of environmental studies from anthropology, sociology, feminist analysis, and science and technology studies, we will examine some of the ways that differences in culture, power, and knowledge construct the conceptual frameworks and social policies undertaken in relation to the environment. The course draws on contemporary scholarship and social movement activism (including memoir and autobiography) from diverse national and international contexts. Topics addressed include, for example, ideas/theories of "nature," toxic exposure and public health, environmental perception and social difference, poverty and natural resource depletion, justice and sustainability, Indigenous environmentalisms, eco-imperialism, and disparate impacts of global climate change. The course offers students opportunities for community-based learning working in partnership with local organizations.*

*Social sciences.*

*1 credit.*

*Eligible for ENVS, GSST, BLST, GLBL-core, ESCH*

*Spring 2022. Di Chiro.*

*Catalog chapter: Sociology and Anthropology*

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

## **SOAN 040B. Sociolinguistics: Language, Culture and Society**

*(Cross-listed as LING 025)*

*Social sciences.*

*1 credit.*

*Spring 2022. Conrod.*

*Fall 2022. Staff.*

Spring 2023. Staff.  
Fall 2023. Staff.  
Catalog chapter: *Sociology and Anthropology*  
Department website: <http://www.swarthmore.edu/sociology-anthropology>

### **SOAN 096. Thesis**

*The senior thesis project represents the centrality of research to our disciplines, and allows students to develop their research interests through working directly with a faculty member. Students develop their analytical and writing skills and learn the process of developing and conducting a substantial research project from proposal to completed manuscript.*

*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. Students enrolled in SOAN 096 must attend SOAN 098.*

*Course sequence SOAN 096-097, students who start in SOAN 096-097 sequence must complete SOAN 097 to receive credit for SOAN 096.*

*Required for course majors housed in the department of Sociology and Anthropology.*

*Social sciences.*

*1 credit.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Catalog chapter: *Sociology and Anthropology**

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOAN 097. Thesis**

*The senior thesis project represents the centrality of research to our disciplines, and allows students to develop their research interests through working directly with a faculty member. Students develop their analytical and writing skills and learn the process of developing and conducting a substantial research project from proposal to completed manuscript.*

*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.*

*Course sequence SOAN 096-097, students who start in SOAN 096-097 sequence must complete SOAN 097 to receive credit for SOAN 096.*

*Required for course majors housed in the department of Sociology and Anthropology.*

*Social sciences.*

*Writing course.*

*1 credit.*

*Spring 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: *Sociology and Anthropology**

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOAN 098. Thesis Writers Master Class**

*This class meets weekly to support sociology and anthropology students in developing the skills necessary for writing their theses, including conducting literature searches, interpreting data, formulating research questions, and writing in a way that contributes to the disciplines. The class complements and supports the work that students are doing with their thesis advisers. Students who have signed up for a senior thesis credit are automatically enrolled in the class. The class is open to only senior thesis writers.*

*Required for all SOAN thesis writers.*

*0 credit.*

*Fall 2021. Staff.*

*Fall 2022. Staff.*

*Catalog chapter: *Sociology and Anthropology**

*Department website: <http://www.swarthmore.edu/sociology-anthropology>*

### **SOAN 100. Ethnomusicology Seminar**

*(Cross-listed as MUSI 100)*

*Ethnomusicology is an academic discipline that examines music in and as culture. This seminar examines how the interdisciplinary field has developed over the 20th and 21st centuries through an investigation of its origins, approaches, methodologies, and contemporary theoretical*

questions. Course readings will address the relationships between music and a variety of conceptual themes including race, ethnicity, identity, nationalism, Diaspora, globalization, and gender. The music cultures we will examine in this course represent a wide range of cultures, geographic regions, musical genres, and historical periods. Students will complete introductory exercises in research, transcription, analysis, ethnographic fieldwork, & performance.

Social sciences.

1 credit.

Fall 2022. Ouyang.

Catalog chapter: *Sociology and Anthropology*

Department website: <https://www.swarthmore.edu/sociology-anthropology>

## SOAN 180. Honors Thesis

The senior thesis project represents the centrality of research to our disciplines, and allows students to develop their research interests through working directly with a faculty member. Students develop their analytical and writing skills and learn the process of developing and conducting a substantial research project from proposal to completed manuscript.

Candidates for honors will write theses during the senior year and it will be sent to an external honors examiner.

Students are urged to have their thesis proposals approved as early as possible during the junior year, especially if they are interested in the possibility of fieldwork.

Students enrolled in SOAN 180F must attend SOAN 098.

Course sequence SOAN 180F-180S, students who start in SOAN 180F-180S sequence must complete SOAN 180S to receive credit for SOAN 180F.

Required for honors majors housed in the department of Sociology and Anthropology.

Social sciences.

Writing course.

1 credit.

Fall 2021. Staff.

Spring 2022. Staff.

Fall 2022. Staff.

Spring 2023. Staff.

Fall 2023. Staff.

Catalog chapter: *Sociology and Anthropology*

Department website: <http://www.swarthmore.edu/sociology-anthropology>

## Spanish

Courses

## Faculty

**MARÍA LUISA GUARDIOLA, Professor of Spanish**

**NANCI BUIZA, Associate Professor of Spanish, Chair**

**LUCIANO MARTÍNEZ, Associate Professor of Spanish<sup>1</sup>**

**DÉSIRÉE DÍAZ, Assistant Professor of Spanish**

**JAIME HERNÁNDEZ, Visiting Assistant Professor of Spanish**

**BEATRIZ RAMÍREZ CANOSA, Instructor of Spanish**

**EDUARDO MARTÍN MACHO, Visiting Instructor of Spanish**

**SUZANNE MCCARTHY, Administrative Assistant**

<sup>1</sup>Absent on leave, 2021-2022.

Built on a solid competence in Spanish language, the major and minor develop students' skills in critical analysis and provide an understanding of the literatures and cultures of Spain, Latin America and the Caribbean, and Latinos in the United States.



## The Academic Program

The Department of Spanish's curriculum is organized in three tiers:

- **Spanish language courses:** Our language courses give students ample opportunity for practice, encouraging the development of communicative proficiency and cultural competency.
- **Introductory courses:** Our writing courses enable students to move toward writing proficiency in Spanish and provide a panoramic view of the literary and cultural histories of the Hispanic world.
- **Advanced courses and seminars** explore specific trends and topics pertaining to the literatures and cultures of Spain, Mexico and Central America, South America, and the Hispanic Caribbean as well as those of Latino/a communities in the United States. Additionally, **courses taught in English** allow a wide range of students to explore this rich literary and cultural heritage.

With the goal of enabling students to communicate fluently in Spanish, we base our curriculum upon a linguistic and pedagogical continuum beginning at the elementary language level and culminating in the most advanced courses and Honors seminars.

## Learning Goals for the Spanish Major and Minor

1. **Linguistic Competence.** Students will achieve an advanced level of communication in Spanish using a variety of linguistic registers, acquiring a more idiomatic use of the language, and writing accurately and effectively in academic Spanish.
2. **Critical Thinking.** Students will develop analytical skills to interpret and appreciate different texts including literature, media and visual arts, and other cultural practices, using various critical and theoretical approaches.
3. **Content Knowledge.** Students will acquire knowledge of a range of literary movements and historical periods from Spain, Mexico, Central America, South America and the Hispanic Caribbean, as well as those of Latino/a communities in the United States.
4. **Cultural Awareness.** Students will gain an informed appreciation of the complex and diverse cultural, political, and socio-historical processes that shape the Spanish-speaking world.

## Course Major

The Spanish major seeks to provide training in literary and cultural analysis while enabling students to acquire linguistic proficiency.

## Requirements

1. Students must complete a minimum of 8.5 credits of work in courses numbered 008 and above. One of these courses must be SPAN 022 or SPAN 023, except in special cases when the department waives this requirement.
2. Majors must maintain a curricular balance in their overall program. Students are encouraged to choose courses representing each one of the following areas: Caribbean, Mexico/Central America, South America, and Spain.
3. Students may count only one of these courses toward the major: SPAN 008 or SPAN 012. Note that neither AP nor IB credits will count towards the major.
4. One of the 8.5 credits of advanced work may be taken in English from the courses listed under "Spanish Courses Taught in English" (LITR.S) that appear below.
5. All majors are encouraged to take at least one seminar in the department. Students can take a seminar after they have completed one advanced course (numbered 040 to 089). Only one seminar in the major will count for two credits. (A seminar can also be taken for 1 credit depending on student's needs.)
6. In the spring semester of their senior year, Spanish majors will register in SPAN 097 (0.5 credits) to prepare their Spanish final paper.
7. A minimum of four of the eight courses must be taken at Swarthmore.
8. Students majoring in Spanish must spend one semester in a Spanish-speaking country enrolled in a program approved by the Department of Spanish. Only two courses taken abroad that pertain to the curriculum of the department may count toward fulfillment of the major. For full immersion, all courses taken abroad must be taken in Spanish. Only advanced language courses taken abroad may receive Spanish credit. **Exceptions to the study abroad requirement:** In special cases, depending on the student's language proficiency, this requirement may be waived or fulfilled with a summer-long study abroad program identified and approved by the Department of Spanish. (For summer programs, only one relevant course taken abroad may count towards fulfillment of the major.) The requirement will be waived for students who have recently arrived in the US and/or have had extensive schooling in Spanish in Spanish-speaking countries. Spanish/English bilingual students who have grown up in Spanish-speaking environments in the United States may petition to have the requirement waived or fulfilled with a summer-long study abroad program. The Spanish faculty will evaluate each case individually.
9. Upon returning from abroad, students must enroll in a one-credit advanced course in the department.

10. To graduate with a major in Spanish, a student must maintain a minimum grade of B in the discipline, and a C average in course work outside the department.

## Culminating Exercise/Final Examination

Along with development of analytical literary and cultural abilities, majors are expected to reach an advanced level of linguistic proficiency. The Spanish Final Exam has oral and written components, both entirely in Spanish.

In the spring semester of their senior year, Spanish majors will register in SPAN 097 to develop their Spanish final paper and prepare for their oral examination. Spanish majors will re-write one of the best term papers they wrote for courses in the department. The new research paper will: a) deepen the original analysis; b) enhance the critical work on which it is based to include ample documentation; and c) increase the paper's length to at least 20 pages, plus bibliography.

Once the student has selected the paper to be revised, he/she needs to meet with the specific Spanish faculty member to agree on a timeline to turn in drafts, and discuss changes and revisions.

The oral examination is based on the content of the written essay and on overall course preparation. This essay and the student's overall course preparation will provide the basis for the oral examination in May, conducted exclusively in Spanish. The Spanish language ability of majors, as exhibited in this paper and the oral examination, will be part of the final evaluation.

## Acceptance Criteria

For admission to the course major, the student needs a minimum of B level work in courses taken at Swarthmore taught in Spanish or the required introductory-level literature course (SPAN 022 or SPAN 023), demonstrated ability and interest in language and literature, and a minimum C average in course work outside the department.

Prerequisite: SPAN 004 or its equivalent is the language prerequisite for entering the Spanish major. It does not count as one of the 8.5 credits required for the major.

## Course Minor

### Requirements

1. All minors must take a total of five courses and/or seminar offerings numbered 008 and above. Only one of these may overlap with the student's major or other minor. Note that AP and IB credits will not count towards the minor.
2. **Courses taught in English will not count towards fulfillment of the minor.**
3. All minors must take either SPAN 022 or SPAN 023, except in special cases when the department waives this requirement.
4. Minors must maintain a curricular balance in their overall program. Students are encouraged to choose courses representing the following areas: Caribbean, Mexico/Central America, South America, and Spain.
5. Students may count only one of these courses toward the major: SPAN 008 or SPAN 012. Note that neither AP nor IB credits will count towards the major.
6. All minors are strongly encouraged to take seminars offered by the department. Students can take a seminar after they have completed one advanced course (numbered 040 to 089). Seminars count as one credit toward the minor.
7. Completion of at least one semester of study abroad in a Spanish-speaking country in a program approved by the Department of Spanish. Only two courses taken abroad that pertain to the curriculum of the department may count towards fulfillment of the minor. To ensure full immersion, all courses taken abroad must be taken in Spanish. Only advanced language courses taken abroad may receive Spanish credit. **Exceptions to the study abroad requirement:** In special cases, depending on the student's language proficiency, this requirement may be waived or fulfilled with a summer-long study abroad program identified and approved by the Department of Spanish. (For summer programs, only one relevant course taken abroad may count towards fulfillment of the minor.) The requirement will be waived for students who have recently arrived in the US and/or have had extensive schooling in Spanish in Spanish-speaking countries. Spanish/English bilingual students who have grown up in Spanish-speaking environments in the United States may petition to have the requirement waived or fulfilled with a summer-long study abroad program. The Spanish faculty will evaluate each case individually.
8. Upon returning from study abroad, students are expected to register in a one-credit advanced course in the department.
9. To graduate with a minor in Spanish, a student must maintain a minimum grade of B in the discipline, and a C average in course work outside the department.

## Acceptance Criteria

*For admission to the course minor, the student needs a minimum of B level work in courses taken at Swarthmore taught in Spanish or the required introductory-level literature course (SPAN 022 or SPAN 023), demonstrated ability and interest in language and literature, and a minimum C average in course work outside the department.*

*Prerequisite: SPAN 004 or its equivalent is the language prerequisite for entering the Spanish minor. It does not count as one of the 5 credits required for the minor.*

## Honors Major and Minor

### Requirements

*Candidates for the major or minor in Spanish must meet these requirements to be accepted into Honors:*

- 1. A "B+" average in Spanish coursework at Swarthmore.*
- 2. Completion at Swarthmore of either SPAN 022 or SPAN 023 (except in cases when the department waives this requirement or approves a similar course taken abroad) and one course numbered 040 to 089.*
- 3. Completion of one semester of study in a Spanish-speaking country in a program approved by the Department of Spanish. (Depending on their linguistic proficiency, as evaluated by the Spanish faculty, honors majors and minors may petition to have the requirement waived or fulfilled with a summer-long off-campus study program.)*
- 4. Demonstrated linguistic ability in Spanish in academic settings.*
- 5. Present fields for external examination based on Honors seminars offered by the department. (In exceptional cases, a two-course combination approved by the department might be used as an Honors preparation. Students must consult with their sophomore plan advisor and/or department chair.)*
- 6. All majors in the Honors Program must do three (3) preparations for a total of six units of credit while all minors must complete one (1) preparation consisting of two units of credit.*
- 7. Honors majors and minors must submit a Senior Honors Study (SHS) portfolio to be assessed by the examiner(s).*

### Senior Honors Study

*Senior Honors Study (SHS) portfolio materials are Honors materials sent to the examiner to be used as part of the evaluation.*

*All honors majors and minors 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. 4,000 words is the senior honors limit set by the college. Majors will, therefore, submit three such papers, and minors will submit one.*

### The Honors Exam for Majors and Minors

*Majors will take three (3) three-hour written examinations prepared by the external examiners, as well as three (3) 45 minute oral exams based on the contents of each field of preparation.*

*Minors will take one (1) three-hour written examination prepared by the external examiner, as well as one (1) half-hour oral exam based on the contents of the written examination, senior honors study portfolio materials, and their overall preparation in the field presented.*

*All Honors exams will be conducted exclusively in Spanish.*

### Special Majors

#### Special Major in Linguistics and Languages

*Spanish requirements for the special major:*

- 1. Complete three credits numbered above SPAN 022.*
- 2. One of the three credits must be SPAN 022 or SPAN 023 but not both.*




3. *Spanish Courses Taught in English (LITR.S) will not count towards the fulfillment of the three-credit requirement.*
4. *In special circumstances, by permission of the Department of Spanish, one of the introductory writing courses (SPAN 008 or SPAN 012) could count toward the three-credit requirement.*
5. *If the student is pursuing study abroad in a Spanish speaking country, only one literature course taken abroad that pertains to the curriculum of the Department of Spanish may count toward fulfillment of the three-credit requirement. For full immersion, all courses taken abroad must be taken in Spanish. (Advanced language courses taken abroad may receive Spanish credit but will not count toward the special major's three-credit requirement.)*

*See Linguistics for department specific requirements.*


## Special Major in Spanish and Educational Studies

*The Department of Spanish and the Department of Educational Studies prepare students who wish to pursue a special major in Spanish and Educational Studies, and also those who are seeking PreK-12 certification to teach Spanish in primary and secondary schools in the Commonwealth of Pennsylvania.*

*The following courses of studies are available:*

-  *Course Special Major in Spanish and Educational Studies*
-  *Course Special Major in Spanish and Educational Studies with PA Spanish Teacher Certification*
-  *Course Major in Spanish, and Educational Studies Minor with PA Spanish Teacher Certification*

*Students can also seek PreK-12 Spanish certification without the need to pursue a special major, or major/minor in either department, as long as they take the required Spanish and Educational Studies courses.*

-  *For further information about the relevant requirements, please refer to the academic requirements chart that appears below, and read the section PA Teacher Certification on the Educational Studies Department website (which also discusses how students can explore whether PA certification will transfer to other states).*

*Review department specific requirements for Spanish & Educational Studies [pdf].*

## Requirements for the Special Major in Spanish and Educational Studies

*In addition to the requirements of the Department of Educational Studies, students must meet the following requirements:*

1. *Students must complete 6 credits of work in courses numbered 008 and above. None of these courses may be taught in English.*
2. *Only one of the following courses may count toward the 6-credits requirement: SPAN 008 or SPAN 012. One of the 6 credits must be SPAN 022 or SPAN 023.*
3. *One credit special major thesis in Educational Studies and Spanish.*
4. *One semester/summer abroad in a Spanish speaking country in a program approved by the Department of Spanish. Only two courses taken abroad may count toward the 6 credit requirement. (For summer programs, only one relevant course taken abroad may count towards fulfillment of the major.) This requirement may be waived; consult the catalogue/department for study abroad waiver information.*
5. *Students must complete 5 credits in Educational Studies.*

*Note: The special major itself does not constitute preparation toward certification. The required Educational Studies courses are described elsewhere.*

*See Educational Studies for department specific requirements.*

## Requirements for the Special Major in Spanish and Educational Studies with PA Spanish Teacher Certification

*In addition to the requirements of the Department of Educational Studies, students must meet the following requirements:*

1. *Students must complete 8 credits of work in courses numbered SPAN 008 and above.*
2. *Only one of the following courses may count toward the 8-credits requirement: SPAN 008 or SPAN 012. One of the 8 credits must be SPAN 022 or SPAN 023.*
3. *One of the eight credits may be taken in English from the courses listed under "Spanish Courses Taught in English" (LITR.S) that appear below.*
4. *One credit special major thesis in Educational Studies and Spanish.*

5. *One semester/summer abroad in a Spanish speaking country in a program approved by the Department of Spanish. Only two courses taken abroad may count toward the 8 credit requirement. (For summer programs, only one relevant course taken abroad may count towards fulfillment of the major.) This requirement may be waived; consult the catalogue/department for study abroad waiver information.*

*See Educational Studies for department specific requirements.*

## Application Process for the Major or the Minor

*In addition to the process described by the Dean's Office and the Registrar's Office for how to apply for a major/minor, we recommend you to meet with the Spanish faculty to discuss your plans. If after applying you are denied admission to the major/minor, you may apply again once you have addressed the recommendations made by the Department of Spanish. If your application is deferred, the department will make a decision immediately after you have taken the necessary steps to address the reasons for being deferred.*

## PreK-12 Spanish Teacher Certification

*Students can also seek PreK-12 Spanish certification without the need to pursue a special major, or major/minor in either department, as long as they take the required Spanish and Educational Studies courses.*

*For further information about the relevant requirements, please refer to the academic requirements chart that appears below, and read the section PA Teacher Certification on the Educational Studies Department website (which also discusses how students can explore whether PA certification will transfer to other states).*

*Review department specific requirements for Spanish & Educational Studies [pdf].*

## The Language Requirement

*To receive the degree of Bachelor of Arts or Bachelor of Science, candidates must fulfill a foreign language requirement. The foreign language requirement can be fulfilled by:*

1. *Successfully studying 3 years or the "block" equivalent of a single foreign language in grades 9 through 12 (work done before grade 9 cannot be counted, regardless of the course level);*
2. *Achieving a score of 600 or better on a standard achievement test of a foreign language;*
3. *Passing either the final term of a college-level, yearlong, introductory foreign language course or a semester-long intermediate foreign language course; or*
4. *Learning English as a foreign language while remaining demonstrably proficient in another.*

*Students whose Spanish placement recommendation is above the language sequence should consider taking introductory and/or advanced Spanish courses, many of which fulfill the College's writing requirement.*


## Spanish Placement Test

*The Department of Spanish offers a placement test so as to appropriately position students in language classes when they arrive on campus. New students who have previously studied or have fluency in Spanish should plan to take the placement test.*

*The Spanish Placement Test is in an online multiple-choice format, which allows you to take it at your convenience. Immediately upon completion of the test, you will receive a score and placement recommendation. You may register in the designated course during the registration period, unless an oral interview is required.*

*It is important to emphasize that the online placement test and survey are for diagnostic purposes only. These diagnostic tools may be supplemented by your instructor's evaluation during the first week of classes, at which time he or she may recommend a change of course level.*

*The test must represent your own work. When taking it, you will be bound by Swarthmore College's [Code of Academic and Personal Integrity](#). You may take this test only once. Please remember to complete the language survey that appears at the beginning of the test.*

 **First-year students and new transfer students** must log into Moodle after July 15 and select the New Student Orientation 2021 course. In the Placement Exams section of the course, you will find detailed instructions on how to access placement exams. It is important that you complete the language survey that appears at the beginning of the test. Upon completion of the exam, students can register in the designated course during the registration period, unless an oral interview is required.

■ **Upper-class students** interested in taking the test should contact the Spanish department for information and instructions at [spanish@swarthmore.edu](mailto:spanish@swarthmore.edu).

The Spanish Placement Test is not a substitute for an official standard achievement test of a foreign language (such as the College Board exams or the International Baccalaureate). Therefore, it does not serve as proof of achievement for the purpose of fulfilling the language requirement. This test is only intended to assist instructors in placing students in the appropriate Spanish courses at Swarthmore.

The Spanish Placement Test is required for all students with previous experience in the language, including students with AP/IB scores.

## Advancement Placement and International Baccalaureate Credit

The department will grant 1 credit for incoming students who achieved a score of 4 or 5 on Advanced Placement Spanish examinations once they have successfully completed a one-credit course in Spanish at the College.

The department will grant 1 credit for incoming students who have achieved a score of 6 or 7 in a foreign language on the International Baccalaureate once they have successfully completed a one-credit course in Spanish at the College.

Note: Students with Spanish AP-IB scores are nonetheless required to take the online placement test.

## Off-Campus Study

### Academic Benefits of Off-Campus Study

Off-campus study is an enriching intellectual experience when it is fully integrated into the student's overall academic experience at Swarthmore. Since the principal educational advantages of study abroad are in-depth cross-cultural exposure and language learning, the best study abroad programs are those that maximize these benefits by fully immersing students in the host country's culture and society. This goal can only be effectively achieved by choosing full immersion off-campus study programs. Pursuing academic coursework in English in a Spanish-speaking country does not comply with the academic goals and mission of the Department of Spanish.

All Spanish majors and minors are required to complete an off-campus study program in a Spanish-speaking country. **The Department of Spanish recommends students interested in studying abroad several programs listed in its website under the Off-Campus Study section (<https://www.swarthmore.edu/spanish/study-abroad-0>).**

**Waiver of the study abroad requirement for students of Spanish:** Majors and minors of Spanish who cannot go abroad for one semester due to academic or other constraints should speak to the chair of the department to discuss their circumstances. In special cases, depending on the student's language proficiency, the off-campus study requirement may be waived or fulfilled with a summer-long off-campus study program identified and approved by the department. (For summer programs, only one relevant course taken abroad may count towards fulfillment of the minor or major.) Please contact the department chair if you have any questions.

Upon returning from abroad, **majors or minors must enroll in an advanced course in the department.**

## Advising

We strongly suggest that majors and minors as well as non-specialists meet with a Spanish faculty member to discuss the possibilities and find the program that best suits their academic needs and interests.

Our primary role in study abroad advising is to help students choose an international experience that complements their intellectual pursuits and their Swarthmore education. We help students frame their goals for study abroad as they prepare for living and studying while immersed in a foreign culture. Many students in our department who succeed in obtaining post-graduate fellowships, such as the Fulbright, have studied abroad.

Students on financial aid may apply that aid to designated programs of study abroad.

The Department of Spanish encourages students to choose programs that build on previous language study. In order to be better prepared for academic work in Spanish, **we recommend students take a writing course in Spanish (SPAN 008, SPAN 012, SPAN 022, or SPAN 023) at Swarthmore prior to going abroad.**

## Pre-Estimation and Final Credit Review

*By College regulation, to receive credit for college level work done elsewhere, domestic or abroad, it must be pre-approved and evaluated upon completion by the appropriate Swarthmore academic department to determine how much Swarthmore credit it may receive. (Technically, Swarthmore doesn't transfer credit. We award credit for work done elsewhere, and we casually call this transfer credit.)*

*Students enrolled at the college may, at the department's discretion, receive transfer credit for Spanish courses taken at comparable universities during the summer or semester on leave. Under no circumstances will students be given credit for a college class taken prior to enrolling at Swarthmore. Generally, neither study-abroad nor off-campus courses in Spanish fulfill the College's Language Requirement.*

*Once you have been admitted to an off-campus study program, you must get credit pre-approval for the courses you intend to take abroad, using the OCS Credit Evaluation System (<https://www.swarthmore.edu/off-campus-study-office/ocs-credits>). The amount of credit granted for each Spanish course will be determined by the OCS office following the department's recommendation.*

*Students are encouraged to take courses that do not duplicate those offered in the Spanish department. Neither vocational-technical courses nor orientation sessions can receive academic credit.*

*Before departure, you must consult with the department's transfer credit advisor to get your proposed Spanish courses pre-estimated for credit. Pre-approved courses will not receive credit until a final evaluation of the coursework completed is done, which must correspond to what was pre-approved. (It is important you keep all notebooks, assignments, and exams from the class, and upload them to OCS Credit Evaluation System for final review.)*

*For additional information please consult the OCS website. <https://www.swarthmore.edu/off-campus-study-office>*

*For the 2021-2022 academic year, the advisor for programs in Spain is Prof. Guardiola and for Latin American programs is Prof. Buiza.*

## Spanish Courses

*Students wishing to major or minor in Spanish should plan their program in consultation with the department. Spanish is the only language used in class discussions, readings, and assignments in all courses, except in courses taught in English (LITR.S).*

## Language Courses

*Our language courses give students ample opportunity for practice, encouraging the development of communicative proficiency and cultural competency.*

### **SPAN 001. Elementary Spanish 001**

*Students who start in the SPAN 001-002 sequence must complete 002 to receive credit for 001.*

*This course is intended for students who begin Spanish in college. The first year of Spanish is designed to encourage the development of communicative proficiency through an integrated approach to the teaching of all four language skills: listening, reading, writing, and speaking. The course also helps students develop as global citizens. This is achieved through a range of activities, which asks students to explore and interpret authentic materials as well as engage in interpersonal and presentational communication.*

*Note: SPAN 001 is offered in the fall semester only. The class is taught by one instructor, and meets 4 days per week (M/T/W/Th).*

*Humanities.*

*1 credit.*

*Fall 2021. Martín Macho.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 002. Elementary Spanish 002**

*This course is intended for students who begin Spanish in college. The first year of Spanish is designed to encourage the development of communicative proficiency through an integrated approach to the teaching of all four language skills: listening, reading, writing, and speaking. The course also helps students develop as global citizens. This is achieved through a range of activities, which asks students to explore and interpret authentic materials as well as engage in interpersonal and presentational communication.*

*Students who start in the SPAN 001-002 sequence must complete 002 to receive credit for 001.*

*Note: SPAN 002 is offered in the spring semester only. The class is taught by one instructor, and meets 4 days per week (M/T/W/Th).*

*Humanities.*

*1 credit.*

*Spring 2022. Ramírez Canosa.*

*Spring 2023. Ramírez Canosa.*

*Spring 2024. Ramírez Canosa.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 002B. Spanish for Advanced Beginners**

*SPAN 002B is intended for those students who have had at least a year of Spanish but have not yet attained the level of SPAN 003. This accelerated course covers the materials of SPAN 001 / SPAN 002 in one semester, allowing for the review of basic concepts learned in the past. It encourages development of communicative proficiency through an interactive task-based approach, and provides students with an active and rewarding learning experience as they strengthen their language skills and develop their cultural competency. After completing this course, students will be prepared to take SPAN 003.*

*Note: SPAN 002B is offered in the fall semester only. The class is taught by one instructor, and meets 4 days per week (M/T/W/Th).*

*Humanities.*

*1 credit.*

*Fall 2021. Martín Macho.*

*Fall 2022. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 003. Intermediate Spanish**

*This intermediate-level Spanish course continues to develop students' functional, communicative language skills through reinforcement, expansion, and synthesis of the concepts learned during the first year. It seeks to develop students' fluency and accuracy in order to express, interpret, and negotiate meaning in context. The course offers contextualized activities that review language and foster skill development, while at the same time, preparing students to continue their Spanish coursework and for real-life communicative tasks.*

*Note: This class is taught by one instructor, and meets 3 days per week (T/W/Th).*

*Prerequisite: SPAN 002 or SPAN 002B or the equivalent*

*Humanities.*

*1 credit.*

*Fall 2021. Ramírez Canosa.*

*Spring 2022. Martín Macho.*

*Fall 2022. Ramírez Canosa.*

*Spring 2023. Staff.*

*Fall 2023. Ramírez Canosa.*

*Spring 2024. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 004. Advanced Spanish**

*This course features a thematic approach that exposes students to current topics, and offers a comprehensive look at Spanish grammar through communication-oriented activities. It encourages students to build on their current Spanish language skills and learn more advanced grammar points. Students will improve their linguistic accuracy and develop their cultural knowledge and critical thinking skills in Spanish. SPAN 004 prepares students to take introductory writing courses in literature and culture.*

*Note: The class is taught by one instructor, and meets 3 days per week (T/W/Th). Students who receive a final grade of "B" or below in SPAN 004 need to take SPAN 008 or SPAN 012 as their next course. Students who receive a final grade of "B+" or higher in SPAN 004 may continue to any of the introductory literature/culture courses (SPAN 012, SPAN 022 or SPAN 023). Students should consult with their instructor to determine which one of these courses might be more beneficial to them.*

*Prerequisite: SPAN 003 or the equivalent.*

*Humanities.*

*1 credit.*

*Fall 2021. Ramírez Canosa.*



Spring 2022. Martín Macho.  
Fall 2022. Ramírez Canosa.  
Spring 2023. Staff.  
Fall 2023. Ramírez Canosa.  
Spring 2024. Staff.  
Catalog chapter: Spanish  
Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 008. Spanish Conversation and Composition**

*Recommended for students who have finished SPAN 004, have received a 5 in the AP/IB exam or want to improve Spanish oral and written expression. This is a practical course for writing and rewriting in a variety of contexts, and it will prepare the student to write at an academic level of Spanish. It includes a review of grammar and spelling, methods for vocabulary expansion, and attention to common errors of students of Spanish living in an English-speaking society. Films and literary texts will serve as a stimulus for advanced conversation with the goal of improving fluency and comprehension in Spanish.*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Martín Macho.*

*Spring 2022. Díaz.*

*Fall 2022. Martínez.*

*Spring 2023. Staff.*

*Fall 2023. Martínez.*

*Spring 2024. Staff.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **Introductory Courses**

*Our writing courses enable students to move toward writing proficiency in Spanish and provide a panoramic view of the literary and cultural histories of the Hispanic world.*

### **SPAN 012. Imágenes y contextos hispánicos**

*This course provides an introduction to the Hispanic world with an emphasis on its visual culture. The goal is to understand the key cultural processes that have shaped Latin America and Spain. We will begin by examining early contact between Europeans and Amerindian civilizations. We will analyze how the history of the Christian, Jewish, and Muslim traditions in Spain had a great impact on how the Spanish colonial empire developed in the New World. We will then study the nation-building processes of the nineteenth century in Latin America, and continue on to more recent topics, such as the periods of war and postwar in Spain and some Latin American countries.*

*Students will develop advanced skills in written Spanish by completing several written assignments over the course of the semester.*

*Prerequisite: SPAN 004 or the equivalent or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for LALS, GBLB-Paired*

*Fall 2022. Hernández.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Spring 2024. Staff.*

*Catalog chapter: Spanish*

*Department website: <https://www.swarthmore.edu/spanish/courses>*

### **SPAN 015. First Year Seminar: Introduction to Latinx Literature and Culture**

*(Cross-listed as LITR 015S, ENGL 009F, LALS 015)*

*This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major*

groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.

Offered each fall. Taught in English.

Humanities.

Writing course.

1 credit.

Eligible for LALS, CPLT

Fall 2021. Díaz.

Fall 2022. Staff.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 022. Introducción a la literatura española**

This course covers representative Spanish works from medieval times to the present. Works in all literary genres will be read to observe times of political and civic upheaval, of soaring ideologies and crushing defeats that depict the changing social, economic, and political conditions in Spain throughout the centuries. Each reading represents a particular literary period: middle ages, renaissance, baroque, neo-classicism, romanticism, realism, naturalism, surrealism, postmodernism, etc. Emphasis on literary analysis to introduce students to further work in Spanish literature.

This course has 2 sections: Section 1 on T/TH 8:30-9:45 and Section 2 on T/TH 9:55-11:10

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Humanities.

Writing course.

1 credit.

Eligible for CPLT

Spring 2022. Hernández.

Fall 2022. Hernández.

Fall 2023. Staff.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 023. Introducción a la literatura latinoamericana**

This course introduces students to the richness of Latin American literature through the critical analysis of texts that represent many different moments in the complex history of an extraordinary region.

Special emphasis will be placed on the shifting relationships between aesthetics, politics, and social change.

Students will be able to compare and contrast how major writers (Quiroga, Borges, Rulfo, García Márquez, Fuentes, Neruda) as well as emerging ones confront one key question: "Who are we?" Students will analyze individual texts using appropriate literary terminology; and engage critically in questions about Latin America's colonial legacy, nation-building; revolutionary processes; race and ethnicity; gender and sexuality.

This is an ideal course for those students who want to strengthen their oral and writing proficiency in Spanish. Especially recommended for those planning to study abroad.

Prerequisite: SPAN 004 or the equivalent or permission of the instructor.

Humanities.

Writing course.

1 credit.

Eligible for LALS, GBLB-Paired, ESCH, CPLT

Fall 2021. Hernández.

Spring 2023. Martínez.

Spring 2024. Martínez.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## Advanced Courses and Seminars

*These courses explore specific trends and topics pertaining to the literatures and cultures of Spain, Mexico and Central America, South America, and the Hispanic Caribbean as well as those of Latino/a communities in the United States.*

*Students must have taken SPAN 022 or SPAN 023 before they can take an advanced literature, culture or film course in Spanish unless they receive special permission from the instructor. **Courses numbered 040 to 089 belong to the same level of complexity, requiring the same level of preparation.** The numbering does not imply a sequence.*

*Students wishing to take seminars must have completed at least one course in Spanish numbered 040 and above. Students are admitted to seminars on a case-by-case basis by the instructor according to their overall preparation.*

### **SPAN 042. Borges: Aesthetics & Theory**

*(Cross-listed as LITR 042S)*

*Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.*

**Note:** *Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.*

*Taught in English.*

*Humanities.*

*1 credit.*

*Eligible for LALS, INTP, CPLT*

*Spring 2023. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 043. Horror y maravilla en la literatura hispana**

*This course is an introduction to political and ideological uses of the fantastic genre and horror fiction in Spain, Mexico, Peru, and Colombia during the Early Modern period. We will study texts such as short stories, novels, poetry, theater, painting, inquisition records, and films. The course examines how texts that blur the lines between the real and the unreal, the natural world and the supernatural can be used as mechanisms of social control that seek to propagate concerns, fears, and stigmas on racial minorities and marginalized groups. Students will learn about the key sociopolitical, religious, and historical contexts of the era that will help us understand how the fantastic and horror fiction engage with their society. We will explore themes such as the world of the witches, monsters and prodigies, religious miracles, and diabolical metamorphoses, or the boundaries between life and death. Students will become familiar with the following terms: horror, fantastic, miracle, magic, diabolical, metamorphosis, and sensationalism. At the end of the semester, students are expected to know how the popular imagination and the fiction of the Early Modern period can help us understand the complex sociohistorical vision of that era.*

*Taught in Spanish.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Spring 2023. Hernández.*

*Catalog chapter: Spanish*

*Department website: <https://www.swarthmore.edu/spanish/courses>*

### **SPAN 051. Cuba contemporánea: utopía, revolución y reforma**

*This course will focus on Cuban literature and culture produced during the historical period of the Cuban Revolution. By reading varied-and often opposed-literary accounts and artistic representations of those years, the course seeks to analyze the complex socio-economical, political, and ideological processes that have informed Cuban society and culture since 1959 until the present day. Although it will use a panoramic and chronological approach, emphasis will be given to works produced in the last three decades. Issues to be discussed include the relation between national identity, ideology and political discourse; the politics of representation in terms of race, gender and sexuality; exile and diaspora, the*

*social role of the intellectual, ethics and aesthetics, and the current period of political and economic transition.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC, GLBL-Paired*

*Spring 2022. Díaz.*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 056. Don Quijote**

### ***Ciencia y tecnología en Don Quijote***

*Don Quijote states, "Chivalry is a science that comprehends in itself all or most of the sciences in the world." Elaborating on this idea, this course studies Cervantes' masterpiece through the lenses of science and technology. This approach explores the roles of multiple disciplines of knowledge in the creation of this novel as well as their influence on early modern thought. Our readings and writings will include disciplines such as medicine, physiology, botany, zoology, mathematics, astronomy, geography, printing, and robotics, among others. Through these areas of expertise, students will see the contemporaneity of the book and will take a look inside Cervantes' thinking when he wrote Don Quijote.*

*Taught in Spanish.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*Writing course.*

*1 credit.*

*Eligible for CPLT*

*Fall 2021. Hernández.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 061. El "otro": voces y miradas múltiples**

*This course is an overview of literary and artistic expressions as a response of the presence of the "other", contributing to build a collective cultural imaginary of a diverse society where immigration is a compelling influence. Migrant movements within and outside Spain, and their impact on transforming Spanish society, will be studied in theatre, film and literature. The imaginary vision of the "other" will be unveiled as an integral part of the imagined self-identity. Through different readings and visual art forms we will observe the challenge to identity definition caused by an array of people from different races, cultures and religions.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-Paired*

*Spring 2022. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 066. La voz de la mujer**

*In this course we will explore the work of representative Spanish women writers of the last three centuries in order to study the development of female self-awareness. We will read texts by Carolina Coronado, Gertrudis Gómez de Avellaneda, Emilia Pardo Bazán, Mercé Rodoreda, Esther Tusquets, Carme Riera, Almudena Grandes, etc. The main objective of the course is to analyze female discourse within the historical, psychoanalytical, metafictional and allegorical realm of the texts to find multiple female voices.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for GSST*

*Fall 2021. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 067. Legado artístico y cultural de la Guerra Civil**

*A literary and filmic study of different works generated by the Spanish Civil War (1936-1939). We will contemplate the antagonistic interpretations of the conflict itself, its roots, and its impact for a better understanding of modern Spain. We will study the themes and questions of the war echoed in Spanish poetry, short fiction, novels, and films from the time of the war up through the present day. Readings will include works by Machado, Cernuda, Hernández, Sender, Matute, Orwell, Laforet, Llamazares, Mendez, etc. Films will include documentaries as well as classic and contemporary features.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for FMST, PEAC*

*Fall 2022. Guardiola.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 075. Debates in Latinx Culture: Today and Tomorrow**

*Crosslisted with LITR 075S.*

*This advanced course on Latinx culture focuses on contemporary debates and polemical issues involving Latinx cultural production and representation. In a colloquium and seminar style, students will discuss a wide range of thought-provoking topics such as social movements and the political participation of Latinos; new trends in film and media; the politics of the literary market; social media presence; new linguistic and bilingual developments; fashion, music, and the commodification of identity politics in popular culture; among other controversial topics that are fundamentally shaping the presence and impact of Latinx in the US and the world, today and tomorrow.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-Paired*

*Fall 2021. Díaz.*

*Catalog chapter: <http://www.swarthmore.edu/spanish>*

*Department website: Spanish*

## **SPAN 079. García Márquez y su huella**

*This course examines the work of Nobel Prize winner Gabriel García Márquez (1927-2014), and his literary influence on a younger generation of Colombian writers.*

*García Márquez has been involved in many of the crucial literary, political and cultural issues of this era, in Colombia, Latin America and globally. His work exemplifies these conflicts and ranges from so-called *realismo mágico* (*Cien años de soledad*) to historical fiction (*El general en su laberinto*) and documentary writing (*Relato de un naufrago*).*

*We will also read works by Laura Restrepo, William Ospina, and Juan Gabriel Vázquez. The goal is not to trace the inheritance of the Macondian imaginary world, but rather to reflect on a particular understanding of literary genres, and the power of fiction to represent social, economic and political challenges.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities*

*1 credit.*

*Eligible for LALS*

*Fall 2022. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 080. Los hijos de la Malinche: Representaciones culturales de la Revolución Mexicana**

*This course will examine the representations of the Mexican Revolution in novels, short stories, essays, theatre, films, and corridos by Mexican authors and artists. We will pay attention to the complexity of perspectives generated by this sociopolitical upheaval, whose legacy has been riddled with ambivalence. The objective is to gain a critical understanding of how and why the Revolution became such a fundamental part of Mexican identity and culture. Topics include: political disenchantment, solitude, class division, gender roles, national myths, and identity construction.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Spring 2023. Buiza.*

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 087. Cruzando fronteras: migración y neoliberalismo en el cine mexicano**

*This course studies the rich history of Mexican cinema. It begins by analyzing how the Golden Age of Mexican cinema fomented a national identity that still prevails in culture today. We then move to contemporary transnational Mexican cinema to study the influences of globalization and neoliberalism in internationally acclaimed Mexican directors such as Natalia Almada, Alfonso Cuarón, Alejandro González Iñárritu, and Guillermo del Toro, among others. This part of the course studies Mexican cinema as a transnational product of cosmopolitan filmmakers who go beyond traditional ideas of national cinema in their quest for creativity, freedom of expression, and broader audiences. In addition to studying films, the course will take into account the recent scholarship pertaining to Mexican cinema. Throughout the course, we'll examine issues of displacement, nonbelonging, migration, class, race, gender identity, and social inequality.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for FMST, LALS, GLBL-Paired*

*Fall 2021. Buiza.*

*Fall 2023. Buiza.*

Catalog chapter: <http://www.swarthmore.edu/spanish>

Department website: Spanish

### **SPAN 088. Pasados desgarradores: revolución y trauma en la literatura centroamericana**

*This course focuses on contemporary Central American literature. It begins with the revolutionary poetry, narrative of resistance, and testimonio that emerged out of the sociopolitical turmoil of the isthmus during the decades of war, revolutions, and genocide. We will then study the atmosphere of disenchantment during the postwar period and the aesthetic shift in representations of trauma, violence, and disaffection. We will study novels, short stories, poems, films, music, and read scholarly articles to understand the sociohistorical and literary context of the war and the postwar periods in Central America.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC, GLBL-Paired, CPLT*

*Fall 2022. Buiza.*

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 097. Senior Course Majors Colloquium**

*This colloquium is required for all seniors majoring in Spanish. Focusing on the senior essay required to complete the major, students will participate in workshop-style activities designed to polish students' writing in Spanish, refine their arguments and enhance their writing style, in addition to providing research guidance as needed. Students will work in peer-centered environments as well as individually with the instructor. The class will also offer resources aimed at helping students prepare for their oral examination. Students will complete their senior essays by the end of the spring semester.*

*Students are urged to have their essay proposals approved as early as possible during the fall semester of their senior year. Offered every spring. 0.5 credit.*

*Spring 2022. Hernández.*

*Spring 2023. Hernández.*

*Spring 2024. Staff.*

Department website: <https://www.swarthmore.edu/spanish>

### **SPAN 103. Trauma y derechos humanos en la literatura centroamericana**

*This seminar studies contemporary Central American literature and culture with a focus on theories of trauma to discuss cultural representations of human suffering, empathy, and pain.*

*The seminar explores the social disintegration and legacy of violence left by decades of civil wars, genocide, and revolution in the region, as well as theories of trauma, memory, affect, aesthetics, philosophical cynicism, and human rights. These theoretical approaches will help us reflect on the relation between literature and human rights; the sociopolitical upheavals and their cultural representations; and how cultural production*

engages with issues of peace and conflict in the neoliberal era. We will pay special attention to representations of social disaffection, political disillusionment, and survival in a postwar context shaped by socio-economic precarity. In addition to reading literary works by some of the main authors in the region—such as Horacio Castellanos Moya, Rodrigo Rey Rosa, and Claudia Hernández—we will analyze scholarly debates surrounding Central American literature, as well as watch films and performances that probe into the issues of ethics, historical truth, social justice, reconciliation, and the human predicament in a postwar society.

Humanities.

2 credits.

Eligible for LALS, PEAC, GLBL-Paired, CPLT

Spring 2022. Buiza.

Spring 2024. Buiza.

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 105. Federico García Lorca**

We will examine the masterful literary production of this internationally known Spanish writer who speaks to the "outcasts." Lorca's work synthesizes traditional Spanish themes and values with contemporary European trends. The readings will cover different periods and genres of Lorca's literary production in works of poetry such as *Romancero Gitano* and *Poeta en Nueva York*, and dramatic works, including *Doña Rosita la soltera*, *Yerma*, *La casa de Bernarda Alba*, *Bodas de sangre*, and others.

Humanities.

2 credits.

Eligible for CPLT

Spring 2023. Guardiola.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **Spanish Courses Taught in English**

Spanish majors may count one course taught in English from the courses listed below towards the fulfillment of their course major requirements. Courses taught in English will not count towards fulfillment of the minor.

### **LITR 015S. First Year Seminar: Introduction to Latinx Literature and Culture**

(Cross-listed as SPAN 015, ENGL 009F, LALS 015)

This course is an introduction to the writings of Latino/as in the U.S. with emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among different Latino/a communities. We will focus particularly in works produced by the three major groups of U.S. Latino/as (Mexican Americans or Chicanos, Puerto Ricans or Nuyoricans, and Cuban Americans). By analyzing works from a range of genres including poetry, fiction, film, and performance, along with literary and cultural theory, the course will explore some of the major themes in the cultural production of these groups. Topics to be discussed include identity formation in terms of language, race, gender, sexuality, and class; diaspora and emigration; the marketing of the Latino/a identity; and activism through art.

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

Humanities.

Writing course. Taught in English.

1 credit.

Eligible for LALS, CPLT

Fall 2021. Díaz.

Fall 2022. Staff.

Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

### **LITR 042S. Borges: Aesthetics & Theory**

(Cross-listed as SPAN 042)

Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent reader. Hated or held dear, Borges is incessantly quoted. In his texts Borges not only anticipated but also discussed the major topics of contemporary literary theory: the theory of intertextuality, the limits of the referential illusion, the relationship between knowledge and language, and the dilemmas of representation and of narration. We will explore how Borges fictionalized these theoretical problems without ever allowing

*the development of the tale to lose its aesthetic brilliance. We will also read Borges as a universal writer working inside all the cultural traditions, and also as a writer who seeks to reinvent the history and the traditions of his own country.*

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

*Taught in English.*

*Humanities.*

*1 credit.*

*Eligible for INTP, LALS, CPLT*

*Spring 2023. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **LITR 075S. Debates in Latinx Culture: Today and Tomorrow**

*Crosslisted with SPAN 075.*

*This advanced course on Latinx culture focuses on contemporary debates and polemical issues involving Latinx cultural production and representation. In a colloquium and seminar style, students will discuss a wide range of thought-provoking topics such as social movements and the political participation of Latinos; new trends in film and media; the politics of the literary market; social media presence; new linguistic and bilingual developments; fashion, music, and the commodification of identity politics in popular culture; among other controversial topics that are fundamentally shaping the presence and impact of Latinx in the US and the world, today and tomorrow. This course is taught in English.*

**Note:** Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.

*Humanities.*

*1 credit.*

*Eligible for LALS, GLBL-Paired, INTP*

*Fall 2021. Diaz.*

*Catalog chapter: <http://www.swarthmore.edu/spanish>*

*Department website: Spanish*

## **Spanish Courses Not Currently Offered**

### **SPAN 050. Afrocaribe: literatura y cultura visual**

*The African heritage has been an essential part in the constitution and evolvement of the Caribbean. This course will survey the Afro-Caribbean imagination mainly through the study of literary works and visual culture artifacts from the Hispanic Caribbean. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation; myth and performativity; and transculturation, syncretism and transvestism.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for BLST, LALS, GLBL-Paired*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 052. Afro-Caribbean Literature and Visual Culture**

*(Cross-listed as LITR 052S and LALS 052)*

*The African heritage has been an essential part in the constitution and evolvement of the Caribbean. This course will survey the Afro-Caribbean imagination through the study of literary works and visual culture artifacts. We will analyze the political and economical forces that have affected the experience of Africans and African descents in the region and will study the relevance of Afro-Caribbean philosophy, religion, music, and other symbolic expressions in contemporary Caribbean culture and artistic experimentations. We will pay special attention to ideas of colonialism and subalternity; race, mestizaje, and nation formation; transculturation and syncretism; and myth and performativity.*

*Humanities.*

*1 credit.*



Eligible for LALS, BLST  
Catalog chapter: Spanish  
Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 053. Memorias a la deriva. El Caribe y sus diásporas**

*This course will focus on the study of the central role that notions of diaspora and insularity have played in the formation of Caribbean cultures with emphasis in the symbolic representation of these issues during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Particularly, we will pay attention to icons, images, and metaphors that have become an essential part of Caribbean aesthetics and subjectivity like the island, the sea, the boat, the hurricane, the bird, the cannibal, and the runaway. By tracing the representation of those emblems in a wide variety of texts and visual culture works we will reflect on the intersections between history, politics, diaspora, ecology, and affects.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

Eligible for LALS, BLST  
Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 055. Puerto Rico y su discurso literario**

*Puerto Rico is one of the last standing colonies in the world. Puerto Rican and Nuyorican artists and writers have faced their anachronistic status with intelligence, inventiveness and humor. This class will study the Puerto Rican imagination through the analysis of a range of works, including narrative, theater, creative essays, as well as film and the visual arts. We will focus particularly on 20th- and 21st- century works produced by both mainland and diaspora creators. We will pay special attention to the relationship between aesthetics, nationalism and colonialism, diaspora, race and gender.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

Eligible for LALS, ESCH.  
Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

### **SPAN 057. Performing Latinidad: Latinx Theater, Film, and Performance Art**

*(Cross-listed as THEA 007, LITR 057S and LALS 057)*

*This course will introduce students to Latinx performance in the U.S., from the mid- 20th century to today. Students will study different modes of performances such as theater, film, the work of performance artists and everyday performances (such as political events) through various Latinx lenses. Following a critical performative pedagogy, the class will combine seminar-style discussions with performance workshops. Topics covered will include the representation and embodiment of gender and race, acts of decolonization, memory construction and diasporic experiences, citizenship and community building, and the politics of latinidad. By analyzing these and other relevant issues through discussions and performance exercises, we will be able to survey the state of contemporary Latinx performance in the U.S. while gaining a better understanding of the connection between performance theory and practice, and the relevance of performance in everyday aesthetics and life.*

*This course is taught in English.*

*Prerequisite: No prerequisites required.*

*Humanities.*

*1 credit.*

Eligible for LALS  
Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

### **SPAN 060. Memoria e identidad**

*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. The work of several Spanish authors, film directors and intellectuals of the last decades, 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, will be studied through close readings and a theoretical component. Special emphasis will be placed on the role of memory in literary, film and cultural narratives to build national identity.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

Humanities.

1 credit.

Eligible for PEAC

Fall 2023. Guardiola.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 062. The Politics of Latinx Art and Activism**

(Cross-listed as LITR 062S and LALS 062)

(Art)ivism, or the practice of social and political activism through art and artistic devices, has been fundamental for the development and strengthening of Latinx communities in the US since the beginning of the Chicano movement until today when Latinx writers and artists are actively involved in politically contentious issues such as racial discrimination, gender equality, immigration rights, environmental justice, among others. In this course, we will explore and discuss the work of established and emergent Latinx writers and artists that engage in practices of activism trying to expose, better understand and fight the many forms of injustice and oppression faced by Latinx communities while promoting practices of radical democracy. Activists such as Gloria Anzaldúa, Guillermo Gómez Peña, Tania Bruguera, Favianna Rodríguez, Daniel Alarcón, among others, use their art not only to raise awareness about social injustices and oppression; their works function also as springboards for community building, solidarity, and political action that can have lasting impacts. The work of many activists will also open the door to discuss how non-traditional forms of literary and artistic expression such as street art, spoken word, performance art, and artistic pedagogical projects are powerful forms of political intervention and citizenship participation. Furthermore, we will discuss issues such as the relevance of art in the contemporary world, the reception and distribution of politically engaged art, the ethics of activism, and the importance of pedagogical practices based on a radical democracy model.

This course is taught in English.

Prerequisite: No pre-requisites required.

Humanities.

1 credit.

Eligible for LALS

Fall 2023. Diaz.

Catalog chapter: Spanish

Department website: <https://www.swarthmore.edu/spanish/courses>

## **SPAN 069. Cartografías urbanas**

The city as a cultural artifact offers writers myriad narrative possibilities; mere location, cultural symbolism or the link for values and concepts that determine the human being's place in its own society and historical moment. We will explore cultural representations of the city as an icon of industrialization in the nineteenth century and the declining of the modern city and its narratives in post-industrial and post-colonial times.

Cultural cartographies of the city will help us to better understand new urban configurations and subjectivities. The discussion will focus on Madrid, Barcelona and other Spanish cities of the 19th, 20th and 21st centuries. We will see urban representations in novels by Galdós, Pardo Bazán, Baroja, Laforet, Cela, Rodoreda, Roig, Mendoza and representative films.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 070. Género, diversidad y minorías en Latinoamérica**

In recent years, sexual minorities achieved major political victories in several Latin American countries, which opened a new social and legal horizon not only for them but also for the society as a whole by strengthening democratic values. This course seeks to analyze the complex socio-political and cultural process that enabled these changes, and to challenge preconceived notions about gender and sexuality in Latin American shaped in the "progressive" center. A selected body of literature, essays and films will allow us to study the cultural politics of gender and sexuality in Latin America. We will explore these issues through theoretical concepts provided by Latin Americanists active in such fields as cultural studies, history, literary criticism, queer studies, and other relevant disciplines.

Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.

Humanities.

1 credit.

Eligible for LALS, GSST

Catalog chapter: Spanish

Department website: <http://www.swarthmore.edu/spanish>

## **SPAN 071. The Short Story En Las Américas**

*(Cross-listed as LITR 071S and ENGL 071A)*

*This team-taught course will offer a wide-ranging overview of the short story in the Americas from a comparative perspective, emphasizing continuities and also identifying areas of innovation and transformation. The course will begin in the early 19th century with masters whose daring work in this "minor" form gave the short story new prominence in literary history: Poe, Hawthorne, and Chesnut. Later, the class will focus on Quiroga and Borges whose innovations redefined the genre, and moved Latin American fiction into the forefront of world literature. By focusing on close reading and class discussions, we will seek to discover the distinctive characteristics of the short story, and outline its development and transformation across the continents. Does the short-story bind together the diverse literatures of the United States and Latin America? How should we identify and understand parallels between the works in English and those in Spanish? How should we explain contrasts? Of particular interest will be dialogues and influences crossing languages and literary traditions: Poe and Horacio Quiroga; Hemingway and Borges; Borges/Cortázar inspiring Barth; Rulfo's and García Márquez's (and others') influences on US-based Latinx writers.*

*Readings, assignments, and class discussions will be in English. No prior knowledge of Spanish or Portuguese is necessary. This class is open to all students, without prerequisites.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: Spanish*

*Department website: <https://www.swarthmore.edu/spanish/courses>*

## **SPAN 076. Identidad y conflicto cultural**

*This class studies contemporary Latin American social identities and their representations in literature, cinema, and other media from Argentina, Brazil, Chile, Colombia, Peru and Venezuela.*

*The selected texts present different strands of cultural conflict due to the simultaneous presence of markedly different modes of identity. LGBTQ diversity, sexual identities, femicides and gender violence will be of special relevance.*

*Several primary questions will guide our analysis: What is identity? What are the socio-historical, cultural and political influences on identity? What does the study of these texts reveal about the relationship among economic development, the construction of social identities, and citizenship? How can this class help us to better understand the dynamics of race, class, gender and sexuality in specific Latin American contexts?*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, GBLB-Paired, GSST*

*Fall 2023. Martínez*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 077. Cine y literatura: la adaptación filmica**

*The aim of this course is to study a particular set of Latin American texts and their film adaptations. Incorporating relevant critical terminology, the immediate focus will be on the medium-specific language of the visual text and on the close reading of literary texts. We will identify and analyze the strategies used to adapt novels and short stories to the film medium. The approach of this class will set aside the issue of fidelity to understand how the film presents its own interpretation of literary texts. The works chosen pose special challenges for adaptation. Novels/stories and film adaptations may include, but are not limited to, Plata quemada, "Patrón", Oriana, Tan de repente, Pantaleón y las visitadoras, Ilona llega con la lluvia, among others.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **SPAN 078. Laberintos borgeanos**

*Jorge Luis Borges is one of the most influential writers of the twentieth century. He devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. None of his lines, none of his declarations happened inadvertently. Hated or held dear, Borges is incessantly quoted. As literary critic Beatriz Sarlo explains, reading Borges as a writer without nationality is an act of aesthetic justice because Borges won, for Latin Americans, the prerogative of working inside all the cultural traditions. However, this universalistic reading ignores the ties that unite him to Argentine and Latin American cultural traditions. We will read Borges from this double perspective: as a universal writer, and also as a writer who seeks to reinvent the history and the traditions of his own country.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, INTP*

*Spring 2024. Martinez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 084. México 1968: La violencia del Estado de ayer y hoy**

*This course will examine the cultural representations of violence in contemporary Mexico, from the 1968 student massacre in Tlatelolco to the female homicides in Ciudad Juárez to the social unrest brought about by the war on drugs. The objective will be to understand not only the dynamics of political and social violence in Mexico, but also the bearing that it has had on literature and film. We will analyze the ways in which literary works, poetry, chronicles, and films contend with the issues of state terror, institutionalized oblivion, trauma, violence, and cultural identity formation. In addition to film and literature, the course will incorporate the scholarly and theoretical interventions that will help make sense of this crisis of violence plaguing Mexico.*

*Prerequisite: SPAN 022, SPAN 023, the equivalent, or permission of the instructor.*

*Humanities.*

*1 credit.*

*Eligible for LALS, PEAC*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 101. Alejo Carpentier**

*In this seminar, we will study the work of Cuban master writer Alejo Carpentier, who famously coined and developed the concept of "lo real maravilloso." Carpentier wrote in a myriad of genres using journalism, creative essays, short stories and novels to explore and expose what he considered to be a wondrous and unique sense of history, space, and time in Latin American and the Caribbean. While reading some of his most relevant works such as *El reino de este mundo*, *La música en Cuba*, *Los pasos perdidos*, *El siglo de las luces*, and *El arpa y la sombra*, we will explore his exquisite craft of the novelistic discourse and his studies on Afro-Caribbean history and culture, the baroque and neo-baroque styles seen as a historical and post-colonial ethos, and his meditations and experimentations in literary representations of space and time.*

*Humanities.*

*2 credits.*

*Eligible for LALS*

*Catalog chapter: Spanish*

*Department website: <http://swarthmore.edu/spanish>*

### **SPAN 104. La voz de la mujer a través de los siglos**

*The seminar will look into the work of a few outstanding women writers from Spain throughout the centuries to study the development of a feminine consciousness. The text selection will include works by Santa Teresa, María de Zayas, Gertrudis Gómez de Avellaneda, Carolina Coronado, Emilia Pardo Bazán, Carmen de Burgos, Rosa Chacel, Carmen Martín Gaité, Carmen Laforet, Mercé Rodoreda, Esther Tusquets, Carme Riera, Almudena Grandes and others. The essential aim of the seminar will be to analyze feminine discourse in the realm of the historical, psychoanalytical, metafictional, and allegorical fiction in order to search for a diversity of feminine voices.*

*Humanities.*

*2 credits.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

### **SPAN 108. Jorge Luis Borges**

*This seminar focuses on one of the most influential writers of all time: Jorge Luis Borges, who devoted his entire life to literature, as a writer but also as an irreverent and subversive reader. His works have shaped all of modern and contemporary fiction, but also influenced fields as diverse as critical theory, philosophy, film, and computer science.*

*We will study how Borges's short stories blend Latin American localism and universalism, often through philosophical parables, metafictional commentaries, and detective fiction, without ever allowing the development of the tale to lose its aesthetic brilliance.*

*To help enrich our seminar discussions, each class session will be organized around one of Borges's major themes: labyrinths, infamy, crime fiction, memory and time, fate and identity, among others.*

*Humanities.*

*2 credits.*

*Eligible for LALS, INTP*

*Fall 2023. Martínez.*

*Catalog chapter: Spanish*

*Department website: <http://www.swarthmore.edu/spanish>*

## **LITR 071S. The Short Story En Las Américas**

*(Cross-listed as SPAN 071 and ENGL 071A)*

*This team-taught course will offer a wide-ranging overview of the short story in the Americas from a comparative perspective, emphasizing continuities and also identifying areas of innovation and transformation.*

*The course will begin in the early 19th century with masters whose daring work in this "minor" form gave the short story new prominence in literary history: Poe, Hawthorne, and Chesnut. Later, the class will focus on Quiroga and Borges whose innovations redefined the genre, and moved Latin American fiction into the forefront of world literature.*

*By focusing on close reading and class discussions, we will seek to discover the distinctive characteristics of the short story, and outline its development and transformation across the continents. Does the short-story bind together the diverse*

*literatures of the United States and Latin America? How should we identify and understand parallels between the works in English and those in Spanish? How should we explain contrasts? Of particular interest will be dialogues and influences crossing languages and literary traditions: Poe and Horacio Quiroga; Hemingway and Borges; Borges/Cortázar inspiring Barth; Rulfo's and García Márquez's (and others') influences on US-based Latinx writers.*

*Readings, assignments, and class discussions will be in English. No prior knowledge of Spanish or Portuguese is necessary. This class is open to all students, without prerequisites.*

**Note:** *Spanish courses taught in English (LITR.S courses) do not count towards the Spanish minor. One Spanish course taken in English may count towards the Spanish major.*

*Humanities.*

*1 credit.*

*Eligible for LALS*

*Catalog chapter: Spanish*

*Department website: <https://www.swarthmore.edu/spanish/courses>*

## **Theater**

*Courses*

## **Faculty and Staff**

**K. ELIZABETH STEVENS, Associate Professor, Chair**

**ALLEN KUHARSKI, Professor**

**MATT SAUNDERS, Associate Professor**

**LAILA SWANSON, Assistant Professor, Co-Chair for Production**

**ELIZABETH ATKINSON, Visiting Assistant Professor (part time)**  
**GABRIEL QUINN BAURIEDEL, Visiting Assistant Professor (part time)**  
**JAMES MAGRUDER, Visiting Assistant Professor (part time)**  
**ALEX TORRA, Visiting Assistant Professor (part time)**  
**ADRIANO SHAPLIN, Visiting Instructor (part time)**  
**JAMES MURPHY, Associate in Theater Performance (part time)**  
**SCOTT CASSIDY, Production Manager and Technical Director**  
**MICHAEL LAMBUI, Production Intern**  
**JEAN TIERNO, Administrative Assistant**

*The theater major uses the study of all aspects of performance as the center of a liberal arts education. It is intended to be of broad benefit regardless of a student's professional intentions. All courses in the department address the processes of play production, especially as they involve collaboration; all production for performance in the department is part of coursework.*

*The Theater Department emphasizes writing as an important aspect of discursive thinking and communication. Many courses have a significant writing component, the nature of which varies from course to course.*

## The Academic Program

*Planning a major or minor in theater requires thoughtful care and deliberate planning. First- and second-year students thinking about a theater major should read these requirements and recommendations closely and should consult with their faculty adviser or the chair of the Theater Department early and often. Leave schedules, study abroad, a wide variety of intern and apprentice programs, and the importance of course sequences make long-range planning essential. Almost all theater courses and seminars are offered on a regular, annual schedule.*

*Courses numbered 001 to 010 are introductory and are prerequisite to intermediate courses.*

*Courses numbered 011 to 049 are intermediate and are prerequisite to advanced courses numbered 050 through 099.*

*Seminars carry numbers 100 and above.*

*Intermediate work in each of the course sequences requires a beginning course in that area.*

*Some advanced courses carry additional prerequisites that are listed in the course descriptions.*

*For those majors who intend a career in theater, whether academic, not-for-profit, or commercial, internships in professional theaters are strongly recommended. Because of scheduling difficulties, students should plan and apply for internships, time spent off campus, and community projects as far in advance as possible.*

*Alumni guest artists are typically in residence on campus during the summer as part of the Swarthmore Project in Theater. Positions are usually available in production, development, public relations, marketing, box office, and house or stage management. Positions are usually not available in acting, directing, or design.*

## First course recommendations

*THEA 001, Theater and Performance provides an understanding and appreciation of the importance of live performance in the world. It introduces the various aspects and elements of theater as it is practiced today while helping you to identify areas of interest so you can pursue them further. The class will attend live performances, read plays and critical texts, participate in performance workshops, and focus on the process of writing effectively about theater and performance. This is a writing course that fulfills a general requirement for all theater major and minors. Next offered in Fall 2020.*

*THEA 002A, Acting I is designed as a practical introduction to some of the principles, techniques, and tools of acting using theater games and improvisational exercises to unleash the actor's imagination, expand the boundaries of accepted logic, encourage risk-taking, and free the body and voice for the creative process. This course is open to all students without audition and requires no previous experience. It fulfills a general requirement for all Theater majors and minors and is a prerequisite for several intermediate courses.*

*THEA 004 courses in design (THEA 004A Set Design; THEA 004B, Lighting Design; THEA 004C, Costume Design; THEA 004D, Integrated Media; THEA 004E Sound Design) are introductory in nature, have no prerequisite, and require no previous experience. These are hand-on courses that introduce students to various aspects of creating live theater and may lead to independent projects and/or opportunities to design for*

Theater Department productions under the mentorship of the Department's faculty. Design courses fulfill a general requirement for all Theater majors and minors.

THEA 006, *Playwriting Workshop* introduces students to essential elements of dramatic writing. In-class writing exercises and weekly assignments lead to the development of character monologues, scenes, and two original one-act plays. Students will explore their individual creative voice, learning how to translate their visions through character, image, and story. This course is open to all students without prerequisite and requires no previous experience. *Playwriting Workshop* fulfills a general requirement for all Theater majors and minors.

## Course Major

### Requirements

9 credits of work including:

- THEA 001 : Theater and Performance (formerly called Introduction to Theater)
- THEA 002A : Acting I (or ARTT 001 : Foundation Drawing for design-emphasis students)
- Any Course in Design (THEA 004A , THEA 004B , THEA 004C , THEA 004D , THEA 004E )
- THEA 015 : Performance Theory and Practice **or** THEA 021A : Fundamentals of Dramaturgy
- THEA 022 : Production Ensemble (or THEA 034: Special Project in Design)
- THEA 099 : Senior Company
- THEA 106 : Theater History Seminar **or** THEA 121 : Dramaturgy Seminar
- One additional credit in acting, design, playwriting, solo performance, directing, dramaturgy or theater history
- Technical/Crew Hours (approximately 40 hours, to be arranged with Production Manager Scott Cassidy or Costume Shop Manager Tara Webb)

NB: Theater majors must complete written and oral comprehensive exams in the spring of the senior year.

The areas of specialization are acting, solo performance, directing, design, playwriting, dramaturgy, and theater history. Special arrangements will be made for students who seek secondary school certification. Prospective majors should consult with the chair or their department adviser about their choice.

In addition to these course requirements, the major includes a comprehensive examination in two parts: (1) an essay relating the student's experience in Senior Company; and (2) an oral examination on the essay and related subjects by theater faculty.

## Course Minor

Course minors are required to take 6.0 credits of work including:

- THEA 001 : Theater and Performance (formerly called Introduction to Theater)
- THEA 002A : Acting I (or ARTT 001 : Foundation Drawing for design-emphasis students)
- Any Course in Design (THEA 004A , THEA 004B , THEA 004C , THEA 004D , THEA 004E )
- THEA 015 : Performance Theory and Practice **or** THEA 021A : Fundamentals of Dramaturgy
- THEA 022 : Production Ensemble (or THEA 034: Special Project in Design)
- One additional credit in acting, design, playwriting, solo performance, directing, dramaturgy or theater history
- Technical/Crew Hours (approximately 40 hours, to be arranged with Production Manager Scott Cassidy or Costume Shop Manager Tara Webb) NB: Theater majors must complete written and oral comprehensive exams in the spring of the senior year.

## Honors Major

General requirements include:

- THEA 001 : Theater and Performance (formerly called Introduction to Theater)
- THEA 002A : Acting I (or ARTT 001 : Foundation Drawing for design-emphasis students)
- Any Course in Design (THEA 004A , THEA 004B , THEA 004C , THEA 004D , THEA 004E )
- THEA 015 : Performance Theory and Practice **or** THEA 021A : Fundamentals of Dramaturgy
- THEA 022 : Production Ensemble (or THEA 034: Special Project in Design)
- THEA 099 : Senior Company

- THEA 106 : Theater History Seminar **or** THEA 121 : Dramaturgy Seminar
- One additional credit in acting, design, playwriting, solo performance, directing, dramaturgy or theater history
- Two additional thesis projects or seminars to be arranged individually in consultation with the student's major advisor.
- Technical/Crew Hours (approximately 40 hours, to be arranged with Production Manager Scott Cassidy or Costume Shop Manager Tara Webb)
- NB: Theater majors must complete written and oral comprehensive exams in the spring of the senior year.

Each major will choose an area of specialization and take one additional course in that area. One specialization will constitute the normal honors major in theater. Honors students will take Senior Company THEA 099 the fall of senior year while they are planning their production project. The usual schedule will be: Theater Seminar in the spring of junior year; fall of senior year, and pre-rehearsal thesis project preparation in the fall of senior year; and, rehearsal and performance of the thesis project in the spring of senior year.

Double majors taking three examinations in theater will also follow that schedule.

For double majors taking one honors examination and comps in theater, the examination may be a production project, depending on available resources.

Approval of the Sophomore Plan for any honors major is conditional upon;

- the student maintaining good academic standing through the end of the junior year.
- theater honors majors approved for production thesis projects in the senior year are required to notify the department chair of their intention to drop or change their Honors Program by the end of the junior year.
- an honors major in theater must receive the approval of their major adviser before committing to any extracurricular or off-campus projects during the junior or senior year in order to avoid potential conflicts with their honors thesis work.
- students who prove unable to fulfill the expectations of the faculty for their Honors Programs in theater may be dropped from honors at the department's discretion.
- unless for reasons of health or other personal circumstance beyond the student's control, leaving the department's Honors Program after the end of the junior year is considered a significant compromise of a student's academic performance.

Honors students majoring in theater will typically make a total of three preparations as follows:

1. Seminar (listed earlier), written examination, and an oral set by an outside examiner.
2. Production project in one of the following fields: Acting, Design, Directing, Dramaturgy, Playwriting, or Solo Performance (see descriptions below).
3. A third preparation for honors will be approved at the discretion of the faculty at the end of the student's junior year.

In the student's Sophomore Plan of study and again in the junior year, they will be asked to indicate their first and second preference for their third honors preparation, only one of which may be for an additional production thesis. In addition to thesis preparations in the form of performance projects, the third preparation may consist of a second seminar, staged readings in playwriting or production dramaturgy, portfolio projects in design, written thesis work in performance theory, playwriting, dramaturgy, etc. Due to scheduling and staffing constraints, the department can only guarantee one individual performance thesis project per student. Decisions on the third preparation in honors will be made on a case-by-case basis, in part on the quality and completeness of each student's coursework in the department through the end of the junior year.

## Acting

The student, together with their adviser, will undertake a project that will take place over the course of two semesters. The fall semester will consist of a series of workshops and assignments designed to further develop the critical and practical skills required for performance. This preparatory work in the fall semester will be put to use in the spring through the production of a play or performed by the students and directed by the acting faculty. An external examiner will attend as many rehearsal sessions as possible to observe the student's process. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.

## Design

The student will function as the designer for a production presented by the Theater Department in one area of design. The student will produce appropriate preparatory materials for this project (research, sketches, color renderings, drafting, models, digital media, light or sound plots, etc.). Because this is a collaborative project, a production time line will need to be prepared and production meetings scheduled. In addition to the development of the design, the student will collaborate with all relevant staff and craftsmen during the fabrication stage, ensuring the full-scale design is executed as designed. The local instructor will supervise these activities appropriately, on the model of a special project in theater. The external examiner will receive copies of all materials as the student creates them and will pay close attention to the way in which the



*project develops under continual revision. The examiner will attend one of the public performances and in advance of honors weekend will receive in digital form the student's completed portfolio for presentation. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.*

*The student may also prepare a portfolio project in design as an honors thesis, with all appropriate studio work but without being linked to a specific production in the department. Such a project permits the student to create a project beyond the givens of the department's specific production environment.*

## Directing

*The student will, under faculty supervision, read around a given playwright's work, make a director's preparation for the entire play, and rehearse for public presentation a locally castable portion of the chosen play. Original developmental projects may be proposed, subject to the approval of the faculty adviser for the thesis. The department will hire a professional collaborator (usually an actor) for a set number of rehearsal hours in connection with the project. The instructor will supervise these activities appropriately, on the model of a special project in theater. The external examiner will visit this project several times (depending on schedule and available funds). These visits (to rehearsal or planning session) will not include feedback from the examiner. The examiner attends rehearsal to know as much as possible about the student's methods of making the work. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.*

## Dramaturgy

*This project will be done in one of the following ways:*

- 1. As a production project in the form of a one-credit attachment to the Fundamentals of Dramaturgy class (THEA 021A ) or Production Dramaturgy Seminar (THEA 121 ) consisting of work with a faculty or student director. This will typically be in connection with Production Ensemble (THEA 022 ) or an honors thesis in directing. The student will create a body of writing appropriate to the specific project. This will include (but is not limited to) notes on production history, given circumstances, script analysis, program and press-kit notes, study guide, and a grant proposal. The student's work will continue in rehearsal. The external examiner will receive all materials as they are generated. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.*
- 2. The completion of a stage adaptation of a non-dramatic text or combination of texts. A complete draft of the adaptation will be completed under the supervision of a faculty member in production dramaturgy, and a staged reading of a revised version of the text will be presented in collaboration with a professional director as guest artist. This is a two-credit thesis project to be completed over two semesters in the senior year, generally parallel to the honors thesis model for playwriting. The examiner will attend at least two rehearsals and the final staged reading, in addition to reading the final text and its original source. The examination will consist of an extended oral presentation given during honors weekend.*
- 3. Students fluent in a second language can apply to do a translation of a play into or out of English as an honors thesis attachment to Production Dramaturgy. This may be a one-credit attachment for a written draft only (done with a member of the faculty) or as a two-credit thesis with a staged reading done in collaboration with a guest director, as in the adaptation thesis above. In the case of a staged reading, the examiner will attend at least two rehearsals and the final staged reading, in addition to reading the final text together with the original source. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.*

## Playwriting

*The student will write a complete draft of a play over the course of a semester in collaboration with a faculty member or other professional production dramaturge. In a second semester, the department will hire a professional director for a set number of rehearsal hours in preparation for a staged reading, with whom the student will work through a rehearsal and revision process based on the earlier work with the production dramaturgy. The faculty adviser and/or the production dramaturgy faculty will continue to assist during the rehearsal/revision process. The external examiner will read the completed first draft and attend as many rehearsal sessions as possible and the final staged reading to observe*

*the student's writing and collaborative process. The examination proper will consist of an extended interview directly following the staged reading, the reading of the student's revised draft based on the rehearsal process and performances, and a briefer oral examination during honors weekend. There is also the option of a purely written playwriting thesis preparation, without the production component.*

## Solo Performance

*The student, with guidance from their adviser, will create and perform a solo performance. The program will hire a professional director for a set number of rehearsal hours, which the student will supplement with practice and other writing, acting, and design "homework." The adviser will assist in this work on a regular basis. The external examiner will attend as many rehearsal sessions as possible to observe the student's process. The examiner attends rehearsal to know as much as possible about the student's methods of making the work. The examiner also attends one or more of the public performances. The examination proper will consist of an extended interview directly following the performance and a briefer oral during honors weekend. The subject of the first interview will be the student's processes as he or she relates to the production. The second oral will concern the student's assessment of the entire process as a part of his or her undergraduate education and future plans.*

## Honors Minor

*Seven credits of work including:*

- *THEA 001 : Theater and Performance (formerly called Introduction to Theater)*
- *THEA 002A Acting I (or ARTT 001 : Foundation Drawing for design-emphasis students)*
- *Any Course in Design (THEA 004A , THEA 004B , THEA 004C , THEA 004D , THEA 004E)*
- *THEA 015 : Performance Theory and Practice **or** THEA 021A : Fundamentals of Dramaturgy*
- *One additional credit in acting, design, playwriting, solo performance, directing, dramaturgy or theater history*
- *Theater Seminar (THEA 100-level) **or** two-credit Honors thesis in Dramaturgy (THEA 180E - THEA 181E ) **or** two-credit Honors thesis in Playwriting (THEA 180C - THEA 181C )*
- *Technical/Crew Hours (approximately 40 hours, to be arranged with Production Manager Scott Cassidy or Costume Shop Manager Tara Webb)*

*Honors minors who complete these requirements and complete a sequence in acting, design, directing, or playwriting/dramaturgy by the end of the junior year may petition to enroll in THEA 099 : Senior Company in the fall semester of their senior year.*

*There is an option for students to pursue a course major in conjunction with an Honors minor, in which case the student may be eligible for an individual thesis project along the lines of those described for honors majors above. Interested students should discuss the details of this with their major advisers before preparing their sophomore papers.*

## Department Policies for All Theater Majors and Minors

*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.*

*While the Theater faculty recognizes the value of co-curricular and extra-curricular performance work by students, such commitments at times can create serious stress and scheduling conflicts that can negatively impact a student's health and academic performance. The department therefore requires all majors and minors to receive written pre-approval from either their advisers or the chair before committing to any performance work outside of the department.*

*In the case of conflicts for students between dress rehearsals or performances in the department and other classes, the faculty will gladly make arrangements for excused absences with professors in other departments. Students should alert the department faculty about any such conflicts in the first weeks of rehearsals for any given production in the department, and never less than two weeks before the date of the conflict with dress rehearsals.*

*Working consistently with faculty on such time-management issues is essential for all rising theater majors and minors, and is of the highest priority for students planning to participate in the Honors Program.*

*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 non-dramatic literatures taught in those departments will not be considered part of the major.*

## Theater Courses

### THEA 005E. First Year Seminar: Collaborative Art-Making

ARTT 005

*In this co-taught, collaborative, project-based course, participants will produce artwork (artist books, internet art, zines, video art, mail art, sound art and performances) through collaborative interactions with fellow students, the instructors, and others. We will examine the collaborative processes of various artists and interrogate the binary of individual vs. collaborative production. Previous artistic experience is not a requirement; willingness to create and share is.*

*Prerequisite: None.*

*Humanities*

*1.0 credit*

*Catalog chapter: Theater*

*Department website: <https://www.swarthmore.edu/department-theater>*

## Introductory Courses

*All introductory courses are open to all students without prerequisite.*

### THEA 001. Theater and Performance

*An introduction to the art form and practice(s) of theater and live performance. We will study a variety of approaches, theories, genres and critiques of live performance. This study will focus on contemporary, as well as historic practice(s). This course should provide the student with exposure to a wide variety of live performance across genres and time periods. The student will develop an understanding and appreciation of the importance of theater and live performance to the ever-changing world at large, and how the art form explores the nature and complexities of the human condition and can be a mirror to society. The course will also provide basic knowledge and context for all disciplines of live performance including, playwriting, dramaturgy, directing, choreography, performance and design, thus encouraging students to identify areas of interest so they can pursue them further. We will study live performances inside as well as outside of class. In addition, we will read plays, librettos, and critical theory. Ultimately, the student will focus on the process of writing effectively about theater and performance by cultivating a point of view on each work covered that is both analytical as well as personal.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*Writing course.*

*1 credit.*

*Fall 2021. Saunders.*

*Fall 2022. Saunders.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### 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 improvisational exercises (from Stanislavsky, Viola Spolin, Uta Hagen and other sources) to unleash the actor's imagination, expand the boundaries of accepted logic, encourage risk taking, and free the body and voice for the creative process. We will also focus on beginning to analyze text, understanding scene-work and monologues in relation to an entire play, listening and responding to self, others and space, and developing the ability to play actions. Finally, each student will have the opportunity to test our principles of work through one scene with a partner, no longer than ten minutes, to be assigned by the instructor. This scene will be performed in front of the class.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*1 credit.*

*Fall 2021. Torra.*

*Spring 2022. Torra.*

*Fall 2022. Stevens.*

*Spring 2023. Staff.*

*Fall 2023. Bauriedel.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 002B. Special Project in Voice Performance**

*By individual arrangement with the directing or acting faculty for performance work in connection with department directing workshops, honors thesis projects, or Senior Company.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **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.*

*CR/NC grade.*

*Prerequisite: (or Concurrent) THEA 002A*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 004A. Set Design**

*This course will focus on set design and introduce methods that apply to designing for stage. In class, we will take a look at the set designer's responsibilities as an artist and collaborator and explore the relationship between text, concept, and production in addition to learning the basic skills of drafting and model making. In addition, we will discuss the relationship between scenery, costumes, and light in performance. A lab component of this class will include an introduction to computer drafting and model making. The course is designed to serve all students regardless of prior experience in theater production.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*1 credit.*

*Spring 2022. Saunders.*

*Spring 2023. Saunders.*

*Fall 2023. Saunders.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 004B. Lighting Design**

*This class explores the fundamentals of lighting design. The course objective is to introduce lighting concepts and how to express them for both theater and dance. It is intended to demystify an enormously powerful medium. Reading and class discussion provide a theoretical basis for such creativity while the assignments and projects provide the practice for this artistic endeavor. The course is designed to serve all students regardless of prior experience in theater production.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*1 credit.*

*Fall 2021. Murphy.*

*Fall 2022. Murphy.*

*Fall 2023. Murphy*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 004C. Costume Design for Queer and Transgender Actors & Characters**

*In the studio component of the course, we will look at the history of queer and transgender fashion. We will discuss two plays and design costumes from this perspective, while simultaneously learning about the Costume Designer's responsibilities as an artist, researcher and collaborator. The lab component of this course will introduce students to the relationship between the Designer and the Costume Shop, providing ample projects for learning about textiles, equipment and sewing techniques. No previous experience with theater, sewing or design required.*

*Fulfills a general requirement for all theater majors and minors.  
Humanities.  
1 credit.  
Spring 2022. Swanson.  
Fall 2023. Swanson.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 004D. Integrated Media Design for Live Performance**

*The purpose of this course is to introduce students to the application of various visual and audio technologies in live theater and dance performance. Discussion of the historical and theoretical context of contemporary mixed-media performance will be combined with an orientation to the available technologies found at Swarthmore and beyond. The class will include the conceptualization and preparation of a series of individual studio projects. The course is designed to serve all students regardless of prior experience in theater production.  
Fulfills a general requirement for all theater majors and minors.  
Humanities.  
1 credit.  
Eligible for FMST  
Fall 2021. Saunders.  
Fall 2022. Staff.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 004E. Sound Design**

*MUSI 004E  
This course will provide an introduction to sound design concepts for live performance. Course work will emphasize research, design development, collaboration, and the creative process. Laboratory work will focus on basic audio engineering, software, field recording, and documentation in a theatrical context. The course is designed to serve all students regardless of prior experience in theater production.  
Fulfills a general requirement for all theater majors and minors.  
Humanities.  
1 credit.  
Spring 2022. Atkinson.  
Spring 2023. Atkinson.  
Fall 2023. Not offered.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 005A. Special Project in Interdisciplinary Performance**

*By individual arrangement with directing, acting, or design faculty in Theater for interdisciplinary performance projects under department faculty mentorship and advising.  
Graded CR/NC.  
0.5 - 1 credit.  
Fall 2023. Staff.  
Catalog chapter: Theater  
Department website: <https://www.swarthmore.edu/department-theater>*

### **THEA 005E. First Year Seminar: Collaborative Art-Making**

*ARTT 005  
In this co-taught, collaborative, project-based course, participants will produce artwork (artist books, internet art, zines, video art, mail art, sound art and performances) through collaborative interactions with fellow students, the instructors, and others. We will examine the collaborative processes of various artists and interrogate the binary of individual vs. collaborative production. Previous artistic experience is not a requirement; willingness to create and share is.  
Prerequisite: None.  
Humanities  
1.0 credit*

Catalog chapter: Theater

Department website: <https://www.swarthmore.edu/department-theater>

### **THEA 006. Playwriting Workshop**

*This course will focus on playwriting and introduce methods that apply to writing for live performance. Weekly writing assignments will lead to the development of scenes, characters, and dramatic worlds culminating in the creation of two short plays. Weekly readings and discussion of 21st century plays will introduce and explore a wide range of stylistic approaches to playmaking. Students will hear their work read aloud in class, and will develop their own theatrical voice through the creation of characters, images, and stories for the stage.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*1 credit.*

*Spring 2022. Shaplin.*

*Spring 2023. Staff.*

*Fall 2023. Shaplin.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 007. Performing Latinidad: Latinx Theater, Film and Performance Art**

*SPAN 057*

*This course will introduce students to Latinx performance in the U.S., from the mid-20<sup>th</sup> century to today. Students will study different modes of performances such as theater, film, the work of performance artists and everyday performances (such as political events) through various Latinx lenses. Following a critical performative pedagogy, the class will combine seminar-style discussions with performance workshops. Topics covered will include the representation and embodiment of gender and race, acts of decolonization, memory construction and diasporic experiences, citizenship and community building, and the politics of latinidad. By analyzing these and other relevant issues through discussions and performance exercises, we will be able to survey the state of contemporary Latinx performance in the U.S. while gaining a better understanding of the connection between performance theory and practice, and the relevance of performance in everyday aesthetics and life.*

*HU*

*Eligible for LALS, ESCH*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 008. Movement Theater Workshop**

*(Cross-listed as DANC 049)*

*Starting with the fundamentals of how to stay grounded and present in stillness and motion, this class will explore movement vocabulary and articulation grounded in metaphor, Suzuki, the teachings of Jacques Lecoq as well as pop culture and the quotidian. The class will invite rehearsal and discovery with other students outside of class time and will culminate with a public showing of work generated by students.*

*Note: Movement Theater Workshop cannot be taken in lieu of THEA 012 by students seeking a major or a minor with an emphasis in acting.*

*Prerequisite: THEA 002A, any dance course numbered 040-044, or consent of the instructor.*

*Humanities.*

*1 credit.*

*Spring 2022. Norris.*

*Spring 2023. Staff.*

*Spring 2024. Staff.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

## **Intermediate Courses**

### **THEA 012. Acting II**

*Acting II is designed to deepen a student's comfort and ability with the principles, techniques, and tools of acting introduced in Acting I. The goal of the course is to further develop the student-actor's ability to be "present" on stage, to work as an ensemble, to take big risks, to work with play texts, and to fully engage the body and voice in the creative process. Acting II students will work with a variety of advanced performance styles and texts including Shakespeare, Ancient Greek Theatre, and contemporary works whose style moves beyond realism and features challenging,*

heightened language. Additionally, Guest Artists will visit the class throughout the semester for one-day workshops introducing students to the actor's role in physical theater and devising. Students will be asked to perform frequently in front of the class, at times improvising and at times using existing texts. The course provides an opportunity for students to deepen the practice of the actor by working with challenging material that requires significant risk-taking and full mental, physical, and emotional engagement.

Prerequisite: THEA 002A

Humanities.

1 credit.

Spring 2022. Torra.

Spring 2023. Staff.

Fall 2023. Stevens.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 012A. Intermediate Special Project in Acting**

By individual arrangement with the acting or directing faculty for performance work in connection with department directing projects, honors thesis projects, or Senior Company. May be taken concurrently with THEA 008 or THEA 012.

Graded CR/NC.

Prerequisite: THEA 002A, THEA 002C, and THEA 008 or THEA 012 or THEA 022.

0.5 - 1 credit.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 012B. Voice Workshop**

MUSI 093A

This course provides foundations for opening possibilities in the full range of the human voice—from speaking to singing to raw sound expression—to help students cultivate an integrative personal practice, unlock creative potential, and connect with what their unique voices have to say.

Themes to explore: vocal mechanics and self-care; the voice as a bridge between body, emotion, and imagination; working with song and text; tools for improvisation and composition. The class is strongly recommended to all acting students and may be taken without prerequisite.

0.5 credit.

Spring 2023. Staff.

Fall 2023. Pernell.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 013. Special Project in Theater Practicum**

By individual arrangement with the design or directing faculty for production work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.

Graded CR/NC.

Prerequisite: Any 004 design class

0.5 - 1 credit.

Fall 2023. Staff.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 014. Special Project in Stage Management**

By individual arrangement for a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.

0.5 or 1 credit.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 014A. Special Project in Set Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004A.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 014B. Special Project in Lighting Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004B.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 014C. Special Project in Costume Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004C.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 014D. Special Project in Integrated Media Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004D.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 014E. Special Project in Sound Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004E.*

*0.5 or 1 credit.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 015. Performance Theory and Practice**

*This seminar-format course provides a global road map to written and embodied theories and practices of live performance: cross-culturally, cross-historically, and across genres. The emphasis is on the aspects of live performance that complete and complement the work of playwrights, with particular attention to performers, director/choreographers, designers, composers, etc. Rather than pre-scripted drama and commodified models of theatrical production, we emphasize movement-based, ensemble-generated, non-verbal/non-discursive, interdisciplinary, political and ritual dimensions of performance. The class includes units on performance traditions and genres beyond Europe, North America, and the anglophone world. Assigned readings will emphasize the practice-based writings by or about theater artists such as Bharata Muni, Zeami, Stanislavsky, Artaud, Brecht, Mei Lan Fang, Lecoq, Grotowski, Schechner, Chaikin, Mnouchkine, Wilson,*



and Castellucci, along with selected theoretical and critical texts by nonpractitioners. Each week will include a video lab of relevant performances (and field trips to live performances when possible). Assigned writing will consist of a series of short analytical seminar papers and two major research papers, at least one of which will be devoted to research on performance beyond the Euro-American/anglophone cultural context. The course will be taught remotely, and each week will consist of a required non-synchronous weekly video screening, a non-synchronous recorded lecture by the professor, and a 75-minute seminar discussion centered around student papers. The course will end with final critical research paper on a topic of the student's choice (no final exam).

Recommended in sophomore or junior year.

Fulfills a general requirement for all theater majors and minors.

Prerequisite: THEA 001 or consent of instructor.

Humanities.

Writing course.

1 credit.

Eligible for GLBL-Core

Fall 2021. Kuharski.

Fall 2022. Staff.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **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.

Prerequisite: THEA 006.

Humanities.

1 credit.

Fall 2023. Staff.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 021A. Production Dramaturgy**

This course will investigate a tripartite nature of dramaturgy as it is currently regarded and practiced in American theater. Structural dramaturgy: tragedy, comedy, melodrama, farce, the well-made play, and modern departures thereof. Production dramaturgy: collaborative process, methods and strategies for historical research, note taking, script editing, and adaptation. Institutional dramaturgy: script evaluation, season planning, mission statements, grant proposals, marketing and audience outreach. Through readings, discussions, writing assignments, and engagement with campus productions (and perhaps area productions), students will sidestep the deathless-and deadly-question, "What is a dramaturg?" to focus on how dramaturgs think and what they do with what they know.

Prerequisite: THEA 001 helpful but not required.

0.5 - 1 credit.

Fall 2022. Magruder.

Fall 2023. Staff.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 022. Production Ensemble I**

This course usually provides students the opportunity to participate in a professionally directed and designed full-length production. Required for all course majors and honors majors in acting, directing, and dramaturgy; also required for course minors in acting, directing and dramaturgy.

Fulfills a general requirement for all theater majors and minors.

Humanities.

1 credit.

Fall 2021. Stevens.

Fall 2022. Torra.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 023. Special Project: Intermediate Theater Practicum**

*By individual arrangement with the design or directing faculty for production work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*

*Graded CR/NC.*

*Prerequisite: Any 004 design class and THEA 013*

*0.5 - 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 024. Special Project: Intermediate 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 THEA 035*

*0.5 or 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 025. Solo Performance**

*This course serves as both a study and practice of different forms of solo performance including the first-person autobiographical monologue, multiple-characters played by a single performer, and performance art. Part-survey course, part-performance workshop, students will be asked to intellectually engage with the work of renowned solo performance makers. Additionally, students will create their own work, generating original performance material on a weekly basis, culminating in 3-4 individual solo performance pieces throughout the semester. The work made during the course will explore personal storytelling, the body as subject, and the transformative actor. This class is rooted in empowering artists to articulate what matters to them and finding a translation of that into performance. If circumstances permit, this class will be hybrid with some in-person meetings for students on campus.*

*Fulfills a general requirement for all theater majors and minors.*

*Humanities.*

*1 credit.*

*Spring 2023. Staff.*

*Fall 2023. Torra.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 034A. Special Project: Intermediate Set Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004A and THEA 014A.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 034B. Special Project: Intermediate Lighting Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004B and THEA 014B.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

Spring 2023. Staff.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 034C. Special Project: Intermediate Costume Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004C and THEA 014C.*

*0.5 or 1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 034D. Special Project: Intermediate Integrated Media Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004D and THEA 014D.*

*0.5 or 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 034E. Special Project: Intermediate Sound Design**

*By individual arrangement for a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004E and THEA 014E.*

*0.5 or 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 035. Directing I: Directors' Lab**

*This course focuses on the theater director's role in a collaborative ensemble and on the ensemble's relation to the audience. Units cover the director's work with playscripts, actors, designers, and technicians. 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.*

*Fulfills a general requirement for all theater majors and minors.*

*Prerequisite: THEA 001, THEA 002A*

*Humanities.*

*1 credit.*

*Fall 2021. Stevens.*

*Fall 2022. Torra.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 042. Production Ensemble II**

*Available by audition or consent of instructor to students who have successfully completed THEA 022.*

*Humanities.*

*1 credit.*

*Fall 2021. Stevens.*

Fall 2022. Torra.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 045. Special Project: Solo Performance**

*An independent study in solo performance by individual arrangement between the student and department faculty.*  
Prerequisite: THEA 025  
Humanities.  
1 credit.  
Fall 2023. Staff.  
Catalog chapter: Theater  
Department website: <https://www.swarthmore.edu/department-theater>

### **THEA 046. Intermediate Special Project In Playwriting**

*An independent study in playwriting by individual arrangement between the student and department faculty.*  
Prerequisite: THEA 006 and THEA 016.  
Humanities.  
1.0  
Fall 2021. Staff.  
Spring 2022. Staff.  
Fall 2022. Staff.  
Spring 2023. Staff.  
Fall 2023. Staff.  
Department website: <http://www.swarthmore.edu/department-theater>

## **Advanced Courses**

### **THEA 052. Production Ensemble III**

*Available by audition or consent of instructor to students who have successfully completed THEA 022 and THEA 042.*  
Humanities.  
1 credit.  
Fall 2021. Stevens.  
Fall 2022. Torra.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 053. Special Project: Advanced Theater Practicum**

*By individual arrangement with the design or directing faculty for production work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*  
Graded CR/NC.  
Prerequisite: Any 004 design class, THEA 013, THEA 023  
0.5 - 1 credit.  
Catalog chapter: Theater  
Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 054A. Special Project: Advanced Set Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*  
Prerequisite: THEA 004A and THEA 014A and THEA 034A.  
0.5 or 1 credit.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 054B. Special Project: Advanced Lighting Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004B and THEA 014B and THEA 034B.*

*0.5 or 1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 054C. Special Project: Advanced Costume Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004C and THEA 014C THEA 034C.*

*0.5 or 1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 054D. Special Project: Advanced Integrated Media Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004D and THEA 014D and THEA 034D.*

*0.5 or 1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 054E. Special Project: Advanced Sound Design**

*By individual arrangement with instructor for a portfolio project or a production project in connection with department directing workshops, Production Ensemble, honors thesis projects, or Senior Company.*

*Prerequisite: THEA 004E and THEA 014E and THEA 034E.*

*0.5 or 1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 055. Directing II: Devising for Directors**

*This course explores a variety of approaches to generating performance texts for the stage, including improvisation, game structure, adaptation of nondramatic texts for performance, and verbatim theater techniques. We will also discuss varying approaches and best practices with respect to artistic collaboration. We will have the opportunity to put these approaches into practice while working with actors and designers to create original characters and play-worlds. The course culminates in the public presentation of final projects. This class is offered in Spring 2021 without prerequisite.*

*Humanities.*

*1 credit.*

*Spring 2022. Stevens.*

*Spring 2023. Torra.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 062. Production Ensemble IV**

*Available by audition or consent of instructor to students who have successfully completed THEA 022, THEA 042, and THEA 052. Humanities.*

*1 credit.*

*Fall 2021. Stevens.*

*Fall 2022. Torra.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 064. Advanced Special Project in Scenography, Sound, and Technology**

*A portfolio design or other design project in connection with a production completed on or off campus. To be taken concurrently or following THEA 054A, THEA 054B, THEA 054C, THEA 054D, or THEA 054E. By individual arrangement between the student and the department faculty.*

*Prerequisite: Any THEA 004 group, THEA 014 group, and THEA 034 group*

*0.5 or 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 065. Advanced Special Project in Solo Performance**

*An independent study in solo performance by individual arrangement between the student and department faculty.*

*Prerequisite: THEA 025 and THEA 045*

*Humanities.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 072. Advanced Special Project in Acting**

*By individual arrangement with the acting or directing faculty for performance work in connection with department directing projects, honors thesis projects, or Senior Company. With faculty approval, acting in a production off campus may qualify for this credit.*

*Graded CR/NC.*

*Prerequisite: THEA 002A, THEA 002C, THEA 008 or THEA 012 or THEA 022, THEA 012A.*

*0.5 - 1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 074A. Special Project: Senior Project in Set Design**

*This course is an independent study in Set design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*

*Prerequisite: THEA 004A, THEA 014A, THEA 034A, and THEA 054A.*

*0.5-1 credit.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 074B. Special Project: Senior Project in Lighting Design**

*This course is an independent study in lighting design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops,*

*honors thesis productions, Production Ensemble, or Senior Company.*  
*Prerequisite: THEA 004B, THEA 014B, THEA 034B, and THEA 054B.*  
*0.5 or 1 credit.*

*Catalog chapter: Theater*  
*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 074C. Special Project: Senior Project in Costume Design**

*This course is an independent study in costume design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*  
*Prerequisite: THEA 004C, THEA 014C, THEA 034C, and THEA 054C.*  
*0.5 or 1 credit.*

*Catalog chapter: Theater*  
*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 074D. Special Project: Senior Project in Integrated Media Design**

*This course is an independent study in integrated media design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*  
*Prerequisite: THEA 004D, THEA 014D, THEA 034D, and THEA 054D.*  
*0.5 or 1 credit.*

*Catalog chapter: Theater*  
*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 074E. Special Project: Senior Project in Sound Design**

*This course is an independent study in sound design. This special project will examine the forms and techniques of design applied in actual production. By individual arrangement under the mentorship of the design faculty for work in connection with department directing workshops, honors thesis productions, Production Ensemble, or Senior Company.*  
*Prerequisite: THEA 004E, THEA 014E, THEA 034E, and THEA 054E.*  
*0.5 or 1 credit.*

*Catalog chapter: Theater*  
*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 075. Advanced Special Project in Directing**

*By individual arrangement with the directing faculty. With faculty approval, directing or assistant directing off campus may qualify for this credit.*

*Prerequisite: THEA 001, THEA 015 or THEA 021A, THEA 022, THEA 035, THEA 106.*

*Catalog chapter: Theater*  
*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 091. Advanced Special Project in Production Dramaturgy**

*Production dramaturgy in connection with a production on or off campus. By individual arrangement between the student and the department faculty.*

*Prerequisite: THEA 001, THEA 021A, 051*

0.5 or 1 credit.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **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.*

*Prerequisite: appropriate preparation in the major.*

*Humanities.*

*1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 093. Directed Reading**

*Independent work for advanced students under the supervision of an instructor.*

*1 credit.*

*Fall 2021. Staff.*

*Spring 2022. Staff.*

*Fall 2022. Staff.*

*Spring 2023. Staff.*

*Fall 2023. Staff.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 094. Special Projects in Theater**

*Humanities.*

*1 credit.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 099. Senior Company**

*A workshop course emphasizing issues of collaborative play making across lines of specialization, ensemble development of performance projects, and the collective dynamics of forming the prototype of a theater company. Work with an audience in performance of a single project or a series of projects.*

*This course is required of all theater majors in their senior year and can not be taken for external examination in the Honors Program. Class members will consult with the instructor during spring semester of their junior year, before registration, to organize and make preparations.*

*Course and honors minors may petition to enroll, provided they have met the prerequisites.*

*Fulfills a general requirement for all theater majors and minors.*

*Prerequisite: THEA 001, THEA 002A; any course in design; THEA 015; THEA 006, THEA 025, or THEA 035; THEA 022; a 100-level seminar; and the completion of one three-course sequence in theater.*

*Humanities.*

*1 credit.*

*Fall 2021. Swanson.*

*Fall 2022. Swanson.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

## **Seminars**



## **THEA 102A. Acting Capstone**

*Originally designed as a two-semester project for Honors Acting majors, this course has become an opportunity for all theater majors and minors who are focusing on acting to synthesize and showcase their cumulative knowledge and skills attained in the Theater Department. The course will culminate in a spring semester production of a play directed by the acting faculty. It will continue to be offered as a two-semester course when Honors majors are involved and will otherwise be a one-semester course in the spring. Students will be expected to meet with the faculty director during the fall semester to discuss the process.*

*By arrangement with the theater faculty.*

*Humanities.*

*1.0*

*Fall 2022. Staff.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 102B. Acting Capstone**

*Originally designed as a two-semester project for Honors Acting majors, this course has become an opportunity for all theater majors and minors who are focusing on acting to synthesize and showcase their cumulative knowledge and skills attained in the Theater Department. The course will culminate in a spring semester production of a play directed by the acting faculty. It will continue to be offered as a two-semester course when Honors majors are involved and will otherwise be a one-semester course in the spring. Students will be expected to meet with the faculty director during the fall semester to discuss the process.*

*By arrangement with the theater faculty.*

*1.0*

*Spring 2022. Torra.*

*Spring 2023. Staff.*

*Fall 2023. Torra.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 106. Theater History Seminar**

*A comparative study of theater history from its origins through the 21st century, along with a critical examination of a given theatrical company as a case study. Emphasis on the coherence of specific performance traditions and periods, significant companies as well as individual artists, the placement of theatrical performance within specific cultural contexts, and their relevance to contemporary theatrical practice. Readings will include, but not be limited to, dramatic texts as one form of artifact of the theatrical event. The spring 2015 seminar will focus on the work of Ariane Mnouchkine and the Théâtre du Soleil.*

*Prerequisite: THEA 015.*

*Humanities.*

*Writing course.*

*2 credits.*

*Eligible for GLBL-Core*

*Spring 2022. Not offered. See THEA 121.*

*Spring 2023. Staff.*

*Fall 2023. Kuharski.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

## **THEA 121. Dramaturgy Seminar**

*What does Joe Orton owe to Terence and Wycherley? How does a "monstre sacré" like Don Juan repeat across the centuries? How does "stage realism" shift over time? In this cross-temporal, cross-cultural bolt through post-classical western drama-four plays a week-emphasis will be placed on works from famous "periods" (Spanish Golden Age, Restoration comedy, French Neo-Classicism, Sturm und Drang, etc.) and on examples of forgotten or usurped genres. Theatrical gauntlets thrown down by Collier, Strindberg, Stein, Lukács, Schiller, Zola, Brustein, Wilson, Shaw, and others, will be studied as well.*

*Fulfills a general requirement for all theater majors and minors.*

*Prerequisite: By permission of instructor.*

*Humanities.*

*Writing course.*

2 credits.

Spring 2022. Magruder.

Spring 2023. Not offered. See THEA 106.

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180A. Honors Thesis Preparation in Acting**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180B. Honors Thesis Preparation in Directing**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180C. Honors Thesis Preparation in Playwriting**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180D. Honors Thesis Preparation in Design**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180E. Honors Thesis Preparation in Dramaturgy**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180F. Honors Thesis Preparation in Solo Performance**

*Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 180G. Honors Thesis Preparation in Performance Theory**

*Fall and spring semesters. Staff. Credit either for honors attachments to courses or for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

Catalog chapter: Theater

Department website: <http://www.swarthmore.edu/department-theater>

### **THEA 181A. Honors Thesis Production in Acting.**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181B. Honors Thesis Production in Directing**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181C. Honors Thesis Production in Playwriting**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181D. Honors Thesis Production in Design**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181E. Honors Thesis Production in Dramaturgy**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181F. Honors Thesis Production in Solo Performance**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*

### **THEA 181G. Honors Thesis Production in Performance Theory**

*Honors Thesis Project Credit for honors thesis projects in directing, design, acting, and so on. By arrangement with the student's faculty adviser in theater.*

*Catalog chapter: Theater*

*Department website: <http://www.swarthmore.edu/department-theater>*