

1992

Bryn Mawr College Undergraduate College Catalogue and Calendar, 1992-1993

Bryn Mawr College

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The Undergraduate College
Catalogue and Calendar | 1992-93



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The Undergraduate College

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Visitors to the College are welcome and, when the College is in session, student guides are available to show visitors the campus. Appointments for interviews and for campus tours should be made in advance by writing to the Office of Admissions or by telephoning (215) 526-5152. The Office of Admissions is open Monday through Friday from nine until five and, during the fall, on Saturdays from nine until one.

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ACADEMIC SCHEDULE 1992-93

1992	First Semester
September 1	Classes begin
October 9	Fall vacation begins after last class
October 14	Fall vacation ends at 9 a.m.
November 25	Thanksgiving vacation begins after last class
November 30	Thanksgiving vacation ends at 9 a.m.
December 9	Last day of classes
December 10-11	Review period
December 12-18	Examination period

1993	Second Semester
January 18	Classes begin
March 5	Spring vacation begins after last class
March 15	Spring vacation ends at 9 a.m.
April 30	Last day of classes
May 1-4	Review period
May 5-14	Examination period
May 16	Commencement

ACADEMIC SCHEDULE 1993-94

1993	First Semester
August 31	Classes begin
October 8	Fall vacation begins after last class
October 13	Fall vacation ends at 9 a.m.
November 24	Thanksgiving vacation begins after last class
November 29	Thanksgiving vacation ends at 9 a.m.
December 8	Last day of classes
December 9-10	Review period
December 11-17	Examination period

1994	Second Semester
January 17	Classes begin
March 4	Spring vacation begins after last class
March 14	Spring vacation ends at 9 a.m.
April 29	Last day of classes
April 30-May 3	Review period
May 4-13	Examination period
May 15	Commencement

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Assistant Professor of Social Work and Social Research
- Anne E. Fowler, Ph.D. (University of Pennsylvania),
Assistant Professor of Human Development
- Helen G. Grundman, Ph.D. (University of California, Berkeley),
Assistant Professor of Mathematics
- Carol J. Hager, Ph.D. (University of California, San Diego),
Assistant Professor of Political Science
- Christiane Hertel, Ph.D. (Eberhard Karls-Universität Tübingen),
Assistant Professor of History of Art
- Sharon Lamb, Ed.D. (Harvard University),
Assistant Professor of Human Development
- Bonnie Magness-Gardiner, Ph.D. (University of Arizona), *Assistant Professor of Classical and Near Eastern Archaeology*
- Harriet B. Newburger, Ph.D. (University of Wisconsin),
Assistant Professor of Economics on the Rosalyn R. Schwartz Lectureship
- Xavier Nicholas, Ph.D. (University of Michigan),
Assistant Professor of English
- Mary J. Osirim, Ph.D. (Harvard University),
Assistant Professor of Sociology on the Rosalyn R. Schwartz Lectureship
- Nancy P. Robinson, Ph.D. (University of Barcelona, Spain),
Visiting Assistant Professor of Spanish
- David R. Ross, Ph.D. (Northwestern University),
Assistant Professor of Economics
- Sharon R. Ullman, Ph.D. (University of California, Berkeley)
Assistant Professor of History
- Susan A. White, Ph.D. (The Johns Hopkins University),
Assistant Professor of Chemistry

LECTURERS

- Erika Rossman Behrend, Ph.D. (University of Pennsylvania),
Associate Dean of the Undergraduate College and Lecturer in Psychology

Faculty

- Ava Blitz, M.F.A. (University of Georgia),
Associate Lecturer in Fine Arts
- Madeline Cantor, M.F.A. (University of Michigan),
Associate Lecturer in the Arts
- Lisa Chirlian, Ph.D. (Princeton University), *Lecturer in Chemistry*
- Roseline Cousin, M.A. (Bryn Mawr College),
Lecturer in French
- Christopher Davis, B.A. (University of Pennsylvania),
Senior Lecturer in the Arts
- Janet Doner, Ph.D. (University of Pennsylvania),
Senior Lecturer in French
- Anna Durbin, J.D. (Yale Law School),
Visiting Lecturer in Social Work and Social Research
- Helene Elting, Ph.D. (University of Pennsylvania),
Lecturer in English
- Mary M. Eno, Ph.D. (University of Pennsylvania),
Lecturer in Human Development
- Gerald H. Foeman, Jr., Ph.D. (Temple University), *Lecturer in Sociology*
- Katherine Gordon-Clark, Ph.D. (Bryn Mawr College),
Lecturer in Human Development
- Raquel A. Green, Ph.D. (Bryn Mawr College),
Lecturer in Spanish
- Linda Caruso Haviland, M.Ed. (Temple University),
Director of Dance and Associate Lecturer in the Arts
- Hiroshi Iwasaki, M.F.A. (Boston University), *Associate Lecturer and
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- Madhavi Kale, B.A. (Yale University), *Lecturer in History*
- Nancy J. Kirby, M.S.S. (Bryn Mawr College), *Assistant Dean of the
Graduate School of Social Work and Social Research and Lecturer in
Social Work and Social Research*
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- Mark Lord, M.F.A. (Yale University),
Director of Theater and Associate Lecturer in the Arts
- Barbara Lorry, Ph.D. (Bryn Mawr College),
Lecturer in Human Development
- Marcia L. Martin, Ph.D. (Bryn Mawr College), *Acting Dean of the
Graduate School of Social Work and Social Research, Semester I,
1992-93 and Lecturer in Social Work and Social Research and Field
Instruction Coordinator*
- Ruth W. Mayden, M.S.S. (Bryn Mawr College), *Dean of the Graduate
School of Social Work and Social Research and Lecturer in Social
Work and Social Research*
- Joyce D. Miller, J.D. (Harvard University), *Director of the Office for
Institutional Diversity and Equal Opportunity Director and Lecturer
in Social Work and Social Research*
- Jo Ellen Parker, Ph.D. (University of Pennsylvania),
*Assistant Dean of the Undergraduate College and
Lecturer in English*
- Eirini Poimenidou, Ph.D. (University of Warwick),
Lecturer in Mathematics
- David Rabeeya, Ph.D. (Dropsie College),
Visiting Lecturer in Judaic Studies

Bryn Mawr College

- Judith H. R enyi, Ph.D. (University of Pennsylvania),
Visiting Lecturer in Human Development
- Carol Roberts, Ph.D. (Bryn Mawr College),
Lecturer in Human Development
- Hollis Scarborough, Ph.D. (New York University),
Lecturer in Human Development
- Suzanne Spain, Ph.D. (New York University),
*Assistant Treasurer of the College and
Lecturer in History and History of Art*
- Robert J. Templeton, Ph.D. (University of Pennsylvania),
Lecturer in the Bryn Mawr-Haverford Teacher Education Program
- Aurora Vicins, Ph.D. (Georgia Institute of Technology),
Lecturer in Physics
- Daniela Holt Voith, M.A. (Yale University),
Lecturer in the Growth and Structure of Cities
- Jane Wilkinson, Ph.D. (University of California, Berkeley), *Director of
the Arts Program and Senior Lecturer in the Arts*
- Beatrice Wood, Ph.D. (University of Pennsylvania),
Lecturer in Human Development
- Jean Y. Wu, Ph.D. (Harvard University), *Associate Dean of the
Undergraduate College for the Division of General Studies and
Lecturer in Human Development*

INSTRUCTORS

- Ying Hu, M.A. (Bryn Mawr College), *Instructor in Chinese Studies,
English, and Comparative Literature*
- Peter Kasius, M.A. (Princeton University),
Instructor in Mathematics
- Ellen Neskar, M.A. (Columbia University),
Instructor in Chinese Studies
- John A. Noakes, M.A. (University of Pennsylvania),
Instructor in Sociology
- Lisa Sigler, M.A. (Villanova University), *Instructor in Mathematics*

LABORATORY COORDINATORS AND LECTURERS

- Stephen Gardiner, Ph.D. (University of North Carolina),
Laboratory Lecturer in Biology
- Krynn DeArman Lukacs, Ph.D. (University of North Carolina),
Laboratory Lecturer in Chemistry
- Maryellen Nerz-Stormes, Ph.D. (University of Pennsylvania),
Laboratory Lecturer in Chemistry
- Mary Louise Nigro, M.S. (Villanova University),
Program Coordinator and Instructor in Mathematics
- Mary Scott, A.B. (Smith College),
Laboratory Instructor in Physics
- Robert T. Weathersby, Ph.D. (University of South Carolina),
Laboratory Coordinator in Psychology

LIBRARIANS

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*Professor of History and Constance A. Jones Director of the
Bryn Mawr College Libraries*
- Linda Bills, M.S. in L.I.S. (Case Western Reserve University), M.A.
(University of Hawaii), *Tri-College Systems Librarian*

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- Jeremy Blatchley, M.S. in L.S. (Drexel University),
Head, Serials Division
- Berry M. Chamness, M.S. in L.S. (Drexel University),
Cataloging Librarian
- Leo M. Dolenski, M.A. (Catholic University of America), M.S. in L.S.
(Drexel University), *Manuscripts and Archives Librarian*
- John Dooley, M.L.S. (McGill University), *Bibliographer*
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Seymour Adelman Rare Book Librarian
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- Scott H. Silverman, M.A. (Bryn Mawr College), M.S. in L.S. (Drexel
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Head, Visual Resources
- Carol Campbell, M.A. (University of Pennsylvania),
Curator and Registrar of the College's Collections
- Elizabeth F. Spungen, M.A. (University of Pennsylvania),
Slide and Photograph Librarian

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*Dean of the Undergraduate College and
Associate Professor of English*
- Erika Rossman Behrend, Ph.D. (University of Pennsylvania), *Associate
Dean and Lecturer in Psychology*
- Jo Ellen Parker, Ph.D. (University of Pennsylvania),
Assistant Dean and Lecturer in English
- Sonya Mehta Patel, Ph.D. (Bryn Mawr College),
Assistant Dean
- Charles Heyduk, Ph.D. (Bryn Mawr College),
Assistant Dean and Director of Student Programs
- Judith Weinstein Balthazar, Ph.D. (University of Pennsylvania),
Assistant Dean

Bryn Mawr College

- Alison Tuttle Noyes, A.B. (Haverford College),
Director of International Advising
- Misty Lang Whalen, B.A. (Randolph-Macon Women's College), *Student Activities Coordinator and Adviser for Community Service*
- Jennifer Goldberg, M.Ed. (Harvard University),
Director of Residential Life
- Jean Y. Wu, Ph.D. (Harvard University), *Associate Dean of the Undergraduate College for the Division of General Studies and Lecturer in Human Development*
- Gale Lang, M.S.S. (Bryn Mawr College),
Assistant Dean and Premedical Adviser
- Julie E. Painter, A.B. (Bryn Mawr College), *Registrar*
- Lisa L. Zernicke, B.B.A. (University of Wisconsin, Milwaukee),
Director of Conferences and Events

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Medical Director
- Michelle Fitzgerald, M.S.N. (University of Pennsylvania),
Administrative Director of Health Services
- Eileen F. Bazelon, M.D. (Medical College of Pennsylvania),
Consulting Psychiatrist
- Deidre Laveran, M.S.S. (Bryn Mawr College),
Counselor and Administrator of Counseling Services
- Jean-Marie P. Barch, Ph.D. (Bryn Mawr College), *Counselor*
- Cathleen Barlow, M.S.S. (Bryn Mawr College), *Counselor*
- Katherine Donner, M.S.W. (Temple University), *Counselor*
- Rosemary Fitzgerald, C.N.M. (University of Pennsylvania), *Midwife and Administrator of Gynecological Services*
- Barbara Gottschalk, C.N.M. (University of Pennsylvania), *Midwife*

PHYSICAL EDUCATION

- Jenepher Shillingford, M.Ed. (Temple University),
Director and Lecturer in Physical Education
- Lisa Boyle, B.S. (West Chester State University),
Associate Director and Lecturer in Physical Education
- Linda Caruso Haviland, M.Ed. (Temple University), *Director of Dance and Associate Instructor of Physical Education*
- Barbara Bolich, B.S. (Temple University),
Lecturer in Physical Education
- Martha McMahan, M.S. (Eastern Illinois University),
Lecturer in Physical Education and Athletic Trainer
- Raymond Tharan, B.S. (Temple University),
Facilities Manager and Instructor in Physical Education

CAREER DEVELOPMENT OFFICE

- Liza Jane Bernard, M.Ed. (College of William and Mary), *Director*
- Jeanne L. Simon Angell, M.S.S. (Bryn Mawr College),
Associate Director
- Matthew Brink, M.S. (Villanova University), *Career Counselor*
- Meera Dhanalal, B.A. (Bryn Mawr College) *Recruiting Coordinator*

Administration

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Assistant Treasurer

Gail T. Finan, B.S. (Cornell University),

Director of Administrative Services

Steven E. Heath (Babson College), *Director of Public Safety*

Marilyn Motto Henkelman, M.Ed. (Erikson Institute for Early Education), *Director of the Phoebe Anna Thorne School*

Margaret E. Holley, Ph.D. (Bryn Mawr College),

Assistant to the President

Phyllis S. Lachs, Ph.D. (Bryn Mawr College), J.D. (University of Pennsylvania), *College Counsel*

Germaine Meilach, B.S. (Siena College), *Director of Facilities Services*

Nancy L. Monnich, B.A. (Hillsdale College), *Director of Financial Aid*

Kathrin Platt, *Bookshop Manager*

Nona C. Smith, B.A. (West Chester University), *Grants Administrator*

Karen Snyder, B.A. (Rutgers University),

Director of Personnel Services

Suzanne Spain, Ph.D. (New York University),

Assistant Treasurer and Budget Officer and

Lecturer in History and History of Art

Varney Truscott, M.A. (Bryn Mawr College), *Assistant to the President*

Paul Vassallo, B.S. (Villanova University), *Director of Purchasing*

Thomas Warger, Ph.D. (Brown University),

Director of Computing Services

Maria Colella Wiemken, M.A. (Bryn Mawr College), *Comptroller*

Lisa L. Zernicke, B.B.A. (University of Wisconsin, Milwaukee),

Director of Conferences and Events

INTRODUCTION

Bryn Mawr is a liberal arts college in both the modern and traditional senses. Its curriculum is modern in offering a full range of subjects in the arts, sciences, and social sciences, but the College is also traditional in its commitment to the original medieval sense of the phrase "liberal arts." Then, as now, these were the studies of the free person—"free" not only to undertake such a broad education, without the necessity to specialize, but also free to question or advocate any idea without fear of reprisal. While both of these freedoms come from without, Bryn Mawr believes that such an education ultimately creates an even greater freedom within the individual. This is the freedom that comes from an education that leads one out of the narrowness and prejudices of one's own experience and toward a fuller awareness of oneself and the world.

Bryn Mawr College is convinced that intellectual enrichment and discipline provide a sound foundation for living. It believes in the rights of the individual and regards the college community as a proving ground for the freedom of individuals to think and act as intelligent and responsible members of a democratic society.

THE HISTORY OF BRYN MAWR

Bryn Mawr College was founded in 1885 by Dr. Joseph Taylor, a New Jersey physician and member of the Society of Friends, who decided to found a college for the education of young Quaker women. He chose the site and supervised the building of Taylor Hall, but by 1893 his trustees had broadened Taylor's mission by deciding that Bryn Mawr would be non-denominational—although committed to the belief in freedom of conscience. When Bryn Mawr opened, it offered the A.B., M.A., and Ph.D. degrees, and was thus the first women's college in the country to develop graduate instruction leading to the doctorate for women. It remains today the only predominantly women's college with extensive graduate programs.

The first president of Bryn Mawr was James E. Rhoads (1885–1894), another physician and one of the early planners of the College. It was M. Carey Thomas, the first dean and second president (1894–1922), however, who gave Bryn Mawr its special identity as a college determined to prove that women could successfully complete a curriculum as rigorous as any offered to men in the best universities. When she was only thirteen she wrote in her diary, "How unjust—how narrow-minded—how utterly incomprehensible to deny that women ought to be educated and worse than all to deny that they have equal powers of mind." Her life may be seen as a concentrated experiment to prove that it was not so.

Miss Thomas was succeeded by Marion Edwards Park (1922–1942), a distinguished classicist. When she became president the battle for recognition of women's ability to learn was essentially won, but it fell to President Park to provide a system for democratic governance in the wake of her charismatic but autocratic predecessor. It was President Park who guided the College through the depression without loss of standards or integrity.

From 1942 to 1970 Katharine Elizabeth McBride, a noted child psychologist and administrator, presided over the College in a time of

great change and tremendous growth. The size of the student body increased from 500 in 1940 to 750 in 1970 and— although Bryn Mawr had never had quotas and had always offered scholarships—after World War II the student body represented greater social, ethnic, and economic diversity. During the presidency of Harris L. Wofford (1970–1978), our commitments to academic cooperation with Haverford and to international education were strengthened, and large numbers of men and foreign students added still greater diversity and interest to campus life. The sixth President is Mary Patterson McPherson (1978–), a philosopher who is an outspoken champion of equal access to education and equal rights for women.

THE COLLEGE AS COMMUNITY

Believing that a small college provides the most favorable opportunity for the students to participate in their own education, Bryn Mawr limits the number of undergraduates. And since diversity in background and training serves not only to stimulate discussion but also to develop an intelligent understanding of such diversity, the undergraduate enrollment and curriculum are dedicated to a respect for and understanding of cultural and social diversity. The student body is composed of individuals from all parts of the United States as well as many foreign countries and from all sectors of American society, with a special concern for the inclusion of historically disadvantaged minorities.

The resources of Bryn Mawr as a small residential college are augmented by its participation at the undergraduate level with Haverford College, Swarthmore College, and the University of Pennsylvania in an arrangement which coordinates the facilities of the four institutions while preserving the individual qualities and autonomy of each. Students may take courses at the other colleges, with credit and without additional fees. Bryn Mawr also has a limited exchange program with Villanova University. Students at Bryn Mawr and Haverford may also major at either college.

The cooperative relationship between Bryn Mawr and Haverford is particularly close since the colleges are only about a mile apart and, naturally, extends beyond the classroom. Collections in the two libraries are cross listed, and students may study in either library. Student organizations on the two campuses work closely together in matters concerned with student government and in a whole range of activities. Cooperation in living arrangements was initiated in 1969–70, and several residence halls on the two campuses are assigned to students of both colleges.

Bryn Mawr itself sponsors a broad cultural program which supplements the curriculum and enriches its community life. Various lectureships bring scholars and other leaders in world affairs to the campus not only for public lectures but also for classes and conferences with the students. Such opportunities are provided by the Mary Flexner Lectures in the humanities and by the Anna Howard Shaw Lectures in the social sciences, the visiting professors on the Katharine E. McBride Fund for faculty appointments, and by various individual lecturers in many of the departments of the College. The Arts Program at Bryn Mawr supports and coordinates the arts curriculum and a variety of extra-curricular activities in creative writing, dance, fine arts, music, and theater.

A regular schedule of concerts and productions directed by the arts faculty at Bryn Mawr and Haverford Colleges, together with performances by The Theater Company, Dance Club, and other student-run groups, is augmented and enhanced by readings, exhibitions, performances, and workshops given by visiting artists.

Student organizations have complete responsibility for the many aspects of student activity, and student representatives join with members of the faculty and administration in making and carrying out plans for the College community as a whole. The Student Self-Government Association, to which every student belongs, provides a framework in which individuals and smaller groups function. The association both legislates and mediates in matters of social and personal conduct. Through their Self-Government Association, the students share with the faculty the responsibility for the administration of the Academic Honor System. One of the most active branches of the Self-Government Association is the Student Curriculum Committee which, with the Faculty Curriculum Committee, originally worked out the College's system of self-scheduled examinations. The joint Student-Faculty Committee meets regularly to discuss curricular issues and to approve new courses and programs. The Self-Government Association also coordinates the activities of many special interest clubs, open to all students; it serves as the liaison between students and College officers, faculty, and alumnae. The Athletic Association also provides opportunities for all kinds of activities, including intramural and varsity contests. Both the Bryn Mawr and Haverford College newspapers welcome the participation of students interested in reporting and editing.

Students participate actively on many of the most important academic and administrative committees of the College, as they do on the Curriculum Committee. Undergraduates elect three rising seniors to serve with members of the faculty on the College Admissions Committee. Along with alumnae and faculty, three students participate in the policy discussions of the Undergraduate Scholarship Committee. Two undergraduates meet with the Board of Trustees, present regular reports to the full board, and work with the board's committees. Two undergraduates are also elected to attend meetings of the faculty. At the meetings of both the board and the faculty, student members may join in discussion but do not vote.

The International Students Association, representing more than 140 undergraduate and graduate students at the College from more than fifty different countries, enriches the life of Bryn Mawr through social and cultural events. The Sisterhood works to address the concerns of African American students, to foster their equal participation in all aspects of College life, and to support Perry House, the African American-cultural center, which sponsors cultural programs open to the College community and provides residence space for a few students. Other student organizations, such as the Asian Students Association, the Hispanic Students Association, and the South Asian Women, provide forums for the members to address their common concerns and a basis from which they participate in other activities of the College, making many unique and valuable contributions. An active Women's Center has been working for several years with the Faculty Committee on Feminism and Gender Studies on the establishment of appropriate courses on women and on lectures and other extra-curricular programs focused on women and feminism. The Bisexual, Gay, and Lesbian Alliance coordinates activities and events which address the needs and interests of students

involved in issues of sexual identity and difference.

The Minority Coalition, an organization representing all of the minority student organizations, enables minority students to work together in developing a coordinated plan to increase the number of minority students and faculty, and to develop curricular offerings and extra-curricular programs dealing with United States minority groups and with non-Western peoples and cultures.

Students who wish to volunteer their services outside the College find many opportunities to do so through the Eighth Dimension program coordinated by Mary Louise Allen at Haverford College. One such opportunity is Kid's Connection, a tutoring service for inner-city children developed and run by Bryn Mawr students.

Through their interest and participation in these many aspects of the College community the students exemplify the concern of Bryn Mawr's founders for intellectual development in a context of social commitment.

ADMISSION

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

PROGRAM OF SECONDARY SCHOOL STUDIES

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

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

FRESHMAN CLASS

Application to the freshman class may be made through one of three plans: Regular Admission, Fall Early Decision, or Winter Early Decision. Applicants follow the same procedures, submit the same supporting materials, and are evaluated by the same criteria under each plan.

The Regular Admission 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 are accepted anytime before the January 15 deadline.

The two Early Decision plans are designed for candidates who have thoroughly and thoughtfully investigated Bryn Mawr and other colleges and found Bryn Mawr to be their unequivocal first choice. The Winter Early Decision plan differs from the Fall Early Decision plan only in recognizing that some candidates may arrive at a final choice of college later than others. Early Decision candidates under either plan may file regular applications at other colleges with the understanding that these applications will be withdrawn upon admission to Bryn Mawr; one benefit, however, of the Early Decision plan is the reduction of cost, effort, and anxiety inherent in multiple application procedures. Early Decision candidates who apply for financial aid will receive a financial aid decision at the same time as the decision about admission. Any Early Decision candidate who is not admitted through either fall or winter plans and whose application is deferred to the Regular Admission plan will be reconsidered without prejudice along with the regular admission candidates in the spring.

Timetables for the three plans are:

Fall Early Decision

Closing date for applications
and all supporting material November 15
Notification of candidates by December 15

Winter Early Decision

Closing date for applications
and all supporting materials January 1
Notification of candidates by January 31

Regular Admission

Closing date for applications
and all supporting materials January 15
Notification of candidates by mid-April

Application forms may be obtained from the Director of Admissions, 101 N. Merion Avenue, Bryn Mawr College, Bryn Mawr, Pennsylvania 19010-2899. A fee of \$40 must accompany each application and is not refundable.

ENTRANCE TESTS

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board are required of all candidates and

Admission

should be taken as early as possible, but no later than January. If possible, achievement tests should be taken in current subjects. Students should offer three of the one-hour tests: one in English and two others. The College recommends but does not require that one of the three tests be taken in a foreign language, since a score of 650 or above satisfies part of an A.B. degree requirement (see page 26 for details on language exemption). No special preparation, other than work well-done in a good school, is required for successful performance on these tests.

Candidates are responsible for registering with the College Entrance Examination Board for the tests. Information about the tests, test centers, fees, and dates may be obtained by writing to College Board, P.O. Box 592, Princeton, New Jersey 08540.

INTERVIEWS

All candidates are expected to have an interview, by February 1, either at the College or with an alumna area representative. Appointments for interviews and campus tours should be made in advance by writing or telephoning the Office of Admissions (215-526-5152). The Office of Admissions is open from nine to five on weekdays, and from September to January, on Saturdays from nine to one. A student who is unable to visit the College may write to the director of admissions for the name and address of an alumna representative in her area.

EARLY ADMISSION

Each year a few outstanding students enter the College after the junior year of high school. Students who wish to apply for Early Admission should plan to complete a senior English course before entrance to college and should write to the director of admissions about application procedures.

DEFERRED ENTRANCE

A student admitted to the College may defer entrance to the freshman class for one year provided that she writes to the director of admissions requesting deferred entrance by May 1, the Candidates' Reply Date.

ADVANCED PLACEMENT AND CREDIT

Students who have carried advanced work in school and who have honor grades (5 in Art History, Biology, English, French, History, and Government and Politics, 4 and 5 in most other subjects) on the Advanced Placement Tests of the College Board may, after consultation with the dean and the departments concerned, be admitted to one or more advanced courses in the freshman year. Bryn Mawr accepts advanced placement tests with honor grades in the relevant subjects as exempting the student from College requirements for the A.B. degree. With the approval of the dean and the departments concerned, one or more

advanced placement tests with honor grades may be presented for credit. Students who enter with three or more advanced placement tests passed with honor grades may apply for advanced standing. The advanced placement tests are given at College Board centers in May.

Students who present the full International Baccalaureate with a score of 30 or better and honor scores in three higher level exams normally receive one year's credit; those who present a partial I.B. or who receive a score below 30 may receive subject credit for honor scores on the higher level examinations. Depending upon their grades, students who present Advanced Levels on the General Certificate of Education may be given two units of credit for each subject. Up to a year's credit is often given for the French Baccalaureate, the German Abitur, and for similar diplomas, depending upon the quality of the examination results. Students may also consult the dean or the director of admissions about the advisability of taking placement tests given by the College during Customs, Bryn Mawr's freshmen orientation.

TRANSFER STUDENTS

Each year a few students are admitted on transfer to the sophomore and junior classes. Successful transfer candidates have done excellent work at other colleges and universities and present strong high school records which compare favorably with those of students entering Bryn Mawr as freshmen. Students who have failed to meet the prescribed standards of academic work or who have been put on probation, suspended, or excluded from other colleges and universities will under no circumstances be admitted.

Transfer candidates should file applications as early as possible and by March 15 for entrance in September, or by November 1 for the second semester of the year of entrance. Application forms and instructions may be requested from the director of admissions.

Transfer candidates are asked to submit official test reports from the College Board of the Scholastic Aptitude and Achievement Tests taken in high school. Those who have not previously taken these tests are required to take only the Scholastic Aptitude Test. Test registration information may be obtained from the College Board, Box 592, Princeton, New Jersey 08540.

To qualify for the A.B. degree, students ordinarily should have completed a minimum of three years of full-time study at Bryn Mawr. Students transferring as juniors may be exempt from this requirement by approval of the dean, the major department chairman, and the Undergraduate Curriculum Committee.

FOREIGN STUDENTS

Bryn Mawr welcomes applications from foreign citizens who have outstanding secondary school records and who meet university entrance requirements in their native countries. Application forms and instructions are available from the director of admissions. Applications from foreign students should be filed early in the year preceding entrance and must be completed by January 15. The application fee may be waived upon request.

Admission

Foreign student applicants are required to take the Scholastic Aptitude Test of the College Board. Achievement tests are recommended but not required. Test registration information may be obtained from the College Board, ATP, Post Office Box 6200, Princeton, New Jersey 08541-6200, U.S.A. Registration arrangements for students taking the tests abroad should be made at least two months prior to the scheduled testing date.

Foreign student applicants whose native language is not English must present credentials attesting to their proficiency in English. The Test of English as a Foreign Language (TOEFL) is required for all non-native speakers of English unless they have, for several years, studied in an institution in which English is the sole medium of instruction. A score of 600 is considered to be adequate. TOEFL registration information can be obtained by writing to TOEFL, Post Office Box 6151, Princeton, New Jersey 08541-6151, U.S.A.

COMBINED BACHELOR OF ARTS AND MASTER OF ARTS DEGREE

Bryn Mawr students who are exceptionally qualified may, while undergraduates, undertake graduate work leading to the degree of Master of Arts. Such students should file individual plans of study at the end of the sophomore year for approval by the department chairman, the dean of the Undergraduate College, the Undergraduate Curriculum Committee, the dean of the Graduate School of Arts and Sciences, and the Graduate Council.

WITHDRAWAL AND READMISSION

A student who has withdrawn from the College is not automatically readmitted. She must request readmission and should consult her dean and the director of admissions concerning the procedure to be followed. Evidence of the student's ability to resume work at Bryn Mawr may be requested. Applications for readmission are reviewed twice during the year, in late February and in June. Students who file an application by February 1 are notified of the committee's decision in early March and may then enter the room draw by proxy. Those who file by June 1 are notified late in June.

THE DIVISION OF GENERAL STUDIES

The Division of General Studies coordinates the activities of provisionally matriculated and non-matriculated students in the College. All applicants to the programs listed below are subject to a rigorous selection procedure. Information, application forms, and instructions for applying to the following programs may be requested from the Division of General Studies, Bryn Mawr College, 101 N. Merion Avenue, Bryn Mawr, Pennsylvania 19010-2899.

Continuing Education Students

Highly qualified women and men and gifted high school students who do not wish to undertake a full college program leading to a degree may apply for admission as continuing education students to take courses on a fee basis prorated according to the tuition of the Undergraduate College, space and resources permitting. Women and men sixty years of age and older qualify to take courses at one-half the special student tuition.

Katharine E. McBride Scholars Program

Women beyond the usual college entry age who wish to earn an undergraduate degree at Bryn Mawr College may apply for admission to the Katharine E. McBride Scholars Program as provisionally matriculated students. The program admits women who have demonstrated talent, intelligence, and capacity for accomplishment in areas including job, community, and home. Admission is conducted on a rolling basis. Upon satisfactory completion of a structured sequence of courses, a McBride scholar may apply for formal matriculation to the undergraduate college. Formal matriculation depends significantly on the student's performance in courses taken at Bryn Mawr.

Once admitted to the undergraduate college, McBride scholars are subject to the residency rule, which requires that a student take a minimum of twenty-four course units while enrolled in the undergraduate college. Exceptions to this rule will be made for students who transfer in more than eight units from previous work. Such students may transfer up to sixteen units and are then required to take only sixteen at Bryn Mawr. McBride scholars may study on a part-time or full-time basis. In general, Katharine E. McBride scholars begin their work in Semester I. In unusual circumstances, Semester II entrance is considered.

Post-Baccalaureate Premedical Program

Women and men who hold degrees but need additional undergraduate training before making initial application to schools of medicine, dentistry, and veterinary medicine may apply as post-baccalaureate students. The program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and is not a remedial program. Applications are considered for admission in the summer or fall only. All forms and supporting credentials should be submitted as early as possible because enrollment is limited. Applications are considered as they are received, and decisions are made on a rolling admissions basis.

Five-Year Post-Baccalaureate/M.D. Programs

Students applying for the Post-Baccalaureate Premedical Program may elect to apply for provisional acceptance into one of five schools of medicine: Brown University Program in Medicine, Dartmouth Medical School, Hahnemann University School of Medicine, the Medical College of Pennsylvania, and the University of Rochester School of Medicine. Students provisionally accepted by one of these five schools are admitted to the first year of medical school following satisfactory completion of the post-baccalaureate course of study.

Pre-dental students applying for the Post-Baccalaureate Program may elect to apply for provisional acceptance into the University of Pennsylvania School of Dental Medicine. If provisionally accepted by the

Fees and Financial Aid

University of Pennsylvania School of Dental Medicine, the student is eligible to begin dental studies immediately following successful completion of the post-baccalaureate course of study.

School Psychology Certification Program

This program is designed to enable professionals in the fields of education and mental health to obtain the training requisite for Pennsylvania state certification as a school psychologist. Students who have a master's degree in a field related to school psychology, such as counseling, social work, learning disabilities, psychology of reading, or special education, are eligible to apply. If accepted to the School Psychology Certification Program, students generally use previous master's course work to fulfill some of the program's competency requirements. Students may attend on a part-time basis.

Summer Courses

During Summer Sessions I and II, qualified women and men, including high school students, may take courses in physics, organic chemistry, biochemistry, languages, mathematics, and English composition. Russian language study is offered in five levels of ability in the intensive immersion program. Intensive Japanese is offered at the elementary level. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer session calendar should be consulted for dates for each course. Each course carries full academic credit.

Alumnae/i

Under certain circumstances, Bryn Mawr alumnae/i who have received one or more degrees from Bryn Mawr College (A.B., M.A., M.S.S., M.L.S.P., Ph.D.) are entitled to take courses in the Undergraduate College at one-half the normal tuition. Admission to all courses must follow approved admissions procedures. Courses are open on a space-available basis.

FEES

TUITION

The tuition fee in 1992-93 for all undergraduate students, resident and non-resident, is \$16,165 a year.

Summary of Fees and Expenses for 1992-93

Tuition	\$16,165
Residence (room and board)	6,150
College fee	370

Other Fees

Laboratory fee (per lab per semester)	\$ 35
Self-Government Association fee	150
Continuing enrollment fee (per semester)	250

Faced with rising costs affecting all parts of higher education, the College has had to raise tuition each of the last several years and further increases may be expected.

PROCEDURES FOR SECURING A REFUND

Written notice of intention to withdraw must be submitted to the student's dean. The date on which written notice is received (or the date on which the student signs a notice of withdrawal) is the official date of withdrawal. All students receiving financial aid must consult with the director of financial aid, including students who have received federally insured loans, such as loans guaranteed by state agencies (Stafford) and by the federal government (Perkins) to meet educational expenses for the current academic year. The amount of the refund is determined according to the schedule below:

Semester I (tuition and College fee only)

Before September 15, 1992	100%
September 15, 1992 through September 28, 1992	50%
After September 28, 1992	no refund

Semester II (tuition and College fee only)

Before February 1, 1993	100%
February 1, 1993 through February 14, 1993	50%
After February 14, 1993	no refund

Board fees are refunded on a pro rata basis. There is no refund of room fees once classes begin.

SCHEDULE OF PAYMENTS

By registering for courses, students accept responsibility for the charges of the entire academic year, regardless of the method of payment. The College bills for each semester separately. The bill for the fall semester is sent in late June and is due August 1. The bill for the spring semester is sent in early December and is due January 2. A late fee is assessed for all accounts which are past due.

As a convenience to parents and students, the College currently offers a payment plan administered by an outside organization which enables monthly payment of all or part of annual fees in installments without interest charges. Payments for the plan commence *prior* to the beginning of the academic year. Information about the payment plan is available from the Comptroller's Office.

No student is permitted to attend classes or enter residence until payment of the College charges has been made each semester. No student may register at the beginning of a semester, graduate, receive a transcript, or participate in room draw until all accounts are paid, including the activities fee assessed by the student Self-Government Association (SGA) officers. This fee covers class and hall dues and support for student organizations such as *The College News* and student

Fees and Financial Aid

clubs. All resident students are required to participate in the College dining plan.

CONTINUING ENROLLMENT FEE

A fee of \$250 per semester will be charged to all undergraduates who are studying at another institution during the academic year and who will transfer the credits earned to Bryn Mawr College.

RESIDENCE

Students are permitted to reserve a room during the spring semester for the succeeding academic year, prior to payment of room and board fees, if they intend to be in residence during that year. Those students who have reserved a room but decide, after June 15, to withdraw from the College or take a leave of absence are charged a fee of \$500. This charge is billed to the student's account. There is no refund of room fees once classes begin.

GENERAL DEPOSIT

All entering students are required to make a deposit of \$200. This deposit remains with the College while the student is enrolled as an undergraduate. After one year of attendance, the deposit will be returned sixty days after graduation or withdrawal from the College. However, any unpaid bills and any expenses incurred as a result of destruction or negligence on the part of the student are applied against the deposit.

The average cost of educating each student in 1990-91 was \$24,350. The difference over and above tuition must be met from private gifts and income from endowment. Contributions from parents able and willing to pay an additional sum to help meet the expenses of instruction are most welcome.

FINANCIAL AID AND SCHOLARSHIPS

The education of all students is subsidized by the College because their tuition and fees cover only part of the costs of instruction. To those students well-qualified for education in liberal arts and sciences but unable to meet the College fees, Bryn Mawr is able to offer further financial aid. Alumnae and friends of the College have built up endowments for scholarships; annual gifts from alumnae and alumnae clubs and from industrial and professional groups add to the amounts available each year. It is now possible to provide at least partial aid for more than forty percent of the undergraduate students in the College. The value of the scholarships ranges widely, but the average grant in 1990-91 was approximately \$9,130.

Initial requests for financial aid are reviewed by the Financial Aid Office and are judged on the basis of the student and her family's financial situation. Financial aid awarded at entrance is renewable

throughout the student's four years at the College, assuming satisfactory progress towards the degree and continued financial eligibility. Application for renewal must be made annually. Bryn Mawr College, as a member of the College Scholarship Service of the College Entrance Examination Board, subscribes to the principle that the amount of aid granted a student should be based upon financial eligibility. The service assists colleges and other agencies in determining the student's eligibility for financial assistance. All applicants must submit the Financial Aid Form (FAF) in support of the application for financial aid. When the total amount of aid needed has been determined, awards are made in the form of grants, loans, and jobs.

Bryn Mawr College administers two kinds of loan programs. The first consists of funds established through the generosity of alumnae and friends of the College, and the second is based on government funds made available through the Perkins Loan program. Full descriptions can be found on page 261.

Bryn Mawr participates in the Federal College Work-Study Program established by the Economic Opportunity Act of 1964. This program provides funds for campus jobs for students who meet the federal eligibility requirements. Students interested in this program should consult the director of financial aid.

Bryn Mawr's financial aid policies are described in greater detail in a brochure which is available upon request from the Financial Aid Office.

APPLICATIONS FOR FINANCIAL AID AT ENTRANCE

Application forms for financial aid are included in materials sent to applicants who have submitted the preliminary application for admissions. Each candidate for aid must also file the Financial Aid Form with the College Scholarship Service. These forms must be filed with the College and with the College Scholarship Service no later than January 15 of the student's final year in high school. Early Decision Plan applicants must submit the Bryn Mawr College Early Decision Financial Aid Application by November 15 of their final year in high school for the Fall Plan, and by January 1 for the Winter Plan. This form is submitted directly to the Financial Aid Office. Applications for financial aid for transfer students are due no later than March 1.

As the cost of tuition continues to increase, the number of applicants requiring financial assistance also increases. The funds available for award, however, are not growing at the same rate and the competition for financial aid funds therefore increases. Each year the College is in the position of admitting some academically qualified applicants who need financial assistance but to whom no aid can be granted.

Since scholarship funds of the College are not sufficient to cover the needs of the many well-qualified applicants, students are urged to consult with their school counselors about national and local scholarships which may be available and to submit appropriate applications for them. Specific questions regarding aid at Bryn Mawr should be directed to the director of financial aid.

RENEWAL OF UNDERGRADUATE FINANCIAL AID

Application for the renewal of financial aid must be made annually. The renewal of the award depends on the student's maintaining satisfactory progress towards the degree and on her continued need for assistance. Adjustments can be made each year to reflect the changes in the financial situation of the family.

The necessary forms for renewal may be obtained in the Financial Aid Office and should be filed with the College Scholarship Service no later than March 15.

For a list of scholarship funds and prizes see page 238; for a list of loan funds see page 269.

ACADEMIC AND RESIDENTIAL FACILITIES

LIBRARIES

The Mariam Coffin Canaday Library was officially opened in April 1970. The collections for the humanities and social sciences are largely in the Canaday Library, except for art and archaeology in the M. Carey Thomas Library and psychology in Dalton Hall. In addition, there are libraries for the sciences and mathematics in the Science Center. The collections of Haverford and Swarthmore College Libraries, which complement and augment those of Bryn Mawr, are equally accessible to students.

Tripod automated catalogue, installed in 1991, provides on-line information about all the materials in Bryn Mawr, Haverford, and Swarthmore Colleges' collections. Replacing the card catalogue, it can be searched by author, title, subject, keyword, and other parts of the catalogue record. Tripod displays bibliographic description, exact locations for all copies, circulation status, and current journal receipt information. Tripod terminals are installed in each library. The system can also be queried from any terminal or microcomputer attached to the campus-wide telecommunications network.

Bryn Mawr's libraries operate on the open-stack system, allowing students free access to the collections, which comprise approximately 883,945 books, documents, and microforms. Students are urged to familiarize themselves with the various aids provided for study and research. A series of pamphlets on library use is available for handy reference, and the librarians may be consulted for further assistance. Research services provided by the reference staff include on-line bibliographic searching, as well as access to extensive research materials in both traditional and electronic formats. The John D. Gordan Reference Center provides a focus for reference books and services in the library.

The library is a member of the Pennsylvania Area Library Network/Union Library Catalogue of Pennsylvania (PALINET/ULC), which includes the libraries of the American Philosophical Society, the Library Company of Philadelphia, the Historical Society of Pennsylvania, the Academy of Natural Sciences, the Free Library of Philadelphia, the College of Physicians, the Rosenbach Museum and Library, the Univer-

sity of Pennsylvania, and Temple University. In addition, through PALINET, the library has access to the OCLC data bank of more than seventeen million titles catalogued for academic and other libraries throughout the world. Materials not owned by Bryn Mawr are available through interlibrary loan. Students wishing to use another library should secure a letter of introduction from the circulation desk.

In addition to the books, periodicals, and microfilms basic to a college library, the Canaday Library offers students a small but distinguished collection of research materials among its rare books and manuscripts. The Marjorie Walter Goodhart Medieval Library, for example, provides the basic texts for probing the mind of the late Middle Ages and the thought of the emerging Renaissance. These treasures are supplemented by a growing collection of sixteenth-century texts. Another noteworthy resource is the Louise Bulkley Dillingham Collection of Latin American books, which range from sixteenth-century exploration and settlement to contemporary Latin American life and culture. It has recently been augmented by the Monegal library of twentieth-century Latin American literature. Important and extensive collections of early material on Africa and Asia are to be found in the McBride and Plass collections. The Castle and Adelman collections expand the opportunities for the study of the graphic arts in books. In addition to these special collections, the library has numerous rare books and manuscripts.

The M. Carey Thomas Library houses the books and other study materials of the Departments of Classical and Near Eastern Archaeology and History of Art and the Division of Visual Resources. Also in Thomas is the Quita Woodward Memorial Room for recreational reading, with recent books on literature, art, religion, and current affairs, as well as many classics.

ARCHAEOLOGY COLLECTIONS

The Ella Riegel Museum of Classical Archaeology, housed on the third floor of the M. Carey Thomas Library, West Wing, contains a small study collection of Greek and Roman minor arts, especially vases, and a selection of preclassical antiquities. The museum was formed from private donations such as the Densmore Curtis Collection presented by Clarissa Dryden, the Elisabeth Washburn King Collection of classical Greek coins, and the Aline Abaecherli Boyce Collection of Roman Republican silver coins. The late Professor Hetty Goldman gave the Ella Riegel Museum an extensive series of pottery samples from the excavations at Tarsus in Cilicia. The collections are used for small research projects by undergraduate and graduate students.

ANTHROPOLOGICAL COLLECTIONS AND LABORATORIES

Bryn Mawr houses several large collections of New World artifacts, including the W. S. Vaux Collection of archaeological and ethnological materials. This important collection, made during the last half of the nineteenth century, has as its main emphasis the artistic works of New World Indians. The Anne and George Vaux Collection represents a wide selection of American Indian basketry from the Southwest, California, and the Pacific Northwest. The extensive Ward Canaday Collection

contains outstanding examples of most of the ceramic and textile traditions for which Peru is known. Other comprehensive collections, given by faculty and friends of the College, represent the Old World Paleolithic and Neolithic, Paleo-Indian, Eastern Woodland, Southwestern, Middle Mississippian, and Mexican antiquities. These collections have been enlarged by osteological materials and casts of fossil hominids. There is also a small but growing collection of ethnomusical recordings, representing the music of native peoples in all parts of the world. The Department of Anthropology also houses the Laboratory of Pre-Industrial Technology, which provides a variety of resources and instrumentation for the study of traditional technologies in the ancient and modern worlds. The anthropology laboratories are used by undergraduate and graduate students.

LABORATORIES

The teaching and research in the sciences and mathematics take place in laboratories and classrooms at three separate locations on the campus. Work in biology, chemistry, geology, mathematics, and physics is carried out in the Science Center, which is an interconnected complex consisting of Park Hall, the Biology Building, and the Physical Sciences Building; work in computer science and psychology is carried out in the Computing Center in Eugenia Chase Guild Hall and Dalton Hall, respectively.

In the sciences, laboratory work is emphasized at all levels of the curriculum. The science departments have excellent facilities for laboratory teaching; in addition, they are particularly well-equipped for research because they serve the educational needs of students working toward M.A. and Ph.D. degrees as well as students working toward the A.B. degree. As a consequence, not only are advanced undergraduates provided with opportunities to carry out research with sophisticated modern equipment, but they are also able to do so with the intellectual companionship of graduate students as well as faculty members. Among the major laboratory instruments available at the College are: a transmission electron microscope, a Zeiss universal microscope with Nomarski optics, an amino acid analyzer, a 300-MHz nuclear magnetic resonance (nmr) spectrometer, additional pulsed nmr equipment for studies of solids, a mass spectrometer, equipment for X-ray diffraction, a wide variety of lasers, field and laboratory equipment for environmental geochemical research, including a clean bench, heating and freezing stages for microscopes, a cathodeluminescence stage, and instruments for various kinds of spectroscopy, including infrared, Raman, visible, ultraviolet, fluorescence, atomic absorption, and D-C plasma emission. In addition, custom-designed equipment for special research projects is fabricated by a staff of two expert instrument makers and a glass blower in the College's instrument shop in the Science Center.

Because laboratory work in geology is based on observations in the field, the department conducts field trips in most of its courses and also has additional trips of general interest. To aid in the study of observations and samples brought back from the field, the department has excellent petrographic and analytical facilities, extensive reference and working mineral collections, including the George Vaux, Jr. Collection and the Theodore D. Rand Collection of approximately

10,000 specimens each, and a fine fossil collection. On deposit from the United States Geological Survey and the Defense Mapping Agency are 40,000 maps.

THE EUGENIA CHASE GUILD COMPUTING CENTER

Guild Hall is home to the Office of Academic Computing Services, which assists students and faculty in their computing work. In addition to operating the central computing facilities, this office works with individual students and faculty and serves in a consulting capacity to academic departments.

Guild Hall houses computing and data communications systems, classrooms, offices, and student work stations. Access to these facilities and training in their use are available to all students without charge. Some form of computing is done in every discipline represented in the College's curriculum. Among the most common activities are statistical analysis, programming, word processing, and electronic mail. Computers are also used in laboratories in the natural and social sciences and in the Language Learning Center.

Bryn Mawr's computing equipment includes Unix-based servers and over 100 Apple Macintosh, IBM, and other microcomputers that function as client workstations and as autonomous computers. Computer workplaces on campus are connected to a TCP/IP ethernet that allows the sharing of software, data, electronic mail and also login access to other computers. The network links Bryn Mawr to the Haverford College and Swarthmore College campus networks and to Tripod, the online public library catalog system shared by the three colleges. Through its participation in Internet, the College's data communications extend to colleges and universities nationally and around the world.

THE SOCIAL SCIENCE DATA LABORATORY AND LIBRARY

The Department of Sociology maintains the Social Science Statistical Laboratory, which consists of a terminal cluster and printer staffed by undergraduate user consultants. A data library of machine-readable data files is available for student and faculty research and instructional use. Data library resources include election and census studies, political and attitudinal polling data, historical materials on the city of Philadelphia, national and cross-national economic statistics, ethnographic data files for cross-cultural study, and a collection of materials relevant to the study of women. Access to other data is available through the College's membership in the Inter-University Consortium for Political and Social Research.

THE LANGUAGE LEARNING CENTER

The modern language departments jointly maintain the Language Learning Center. This facility provides audio, video, and computer technology for learning languages. The center is equipped with cassette tape recorders, microcomputers, and multi-standard VCRs and monitors

for student use. From the monitoring console, a teacher can play one tape to an entire class, speak and listen to students in groups or individually, and record their responses. Pre-recorded materials are made available here as part of the curriculum of most language-learning courses. A newly installed satellite down-link provides access to international television broadcasts.

FACILITIES FOR THE ARTS

Goodhart Hall is the College's main performance space for theater and dance and houses the Office for the Arts. The theater has a proscenium stage with options for thrust and studio theater formats. There are also non-traditional spaces on campus for productions of an intimate and/or experimental nature. The College has two dance studios, one over Pembroke Arch, the other in the gymnasium. While Thomas Library Great Hall provides a large space for concerts, the Goodhart Music Room is used for ensemble rehearsals and intimate chamber music recitals. Students may reserve time in the five practice rooms in Goodhart, all of which are furnished with grand pianos. Arnecliffe Studio houses the program in painting and printmaking and there is an additional drawing studio in Rockefeller Hall. The Gallery, Room 204 in the Centennial Campus Center, provides an intimate space for shows by students, outside artists, and alumnae, as well as exhibits from the College's collections.

HALLS OF RESIDENCE

Halls of residence on campus provide full living accommodations. Brecon, Denbigh, Merion, Pembroke East, Pembroke West, and Radnor Halls are named for counties in Wales, recalling the tradition of the early Welsh settlers of the area in which Bryn Mawr is situated. Rockefeller Hall is named for its donor, John D. Rockefeller, and Rhoads North and South for the first president of the College, James E. Rhoads. Erdman Hall, first opened in 1965, was named in honor of Eleanor Donnelley Erdman, Class of 1921 and former member of the Board of Directors. The Clarissa Donnelley Haffner Hall, which brings together into a "European village" three houses for students of French, German, Italian, and Spanish, was opened in the fall of 1970. A Russian House is also provided. Perry House is the African-American cultural center and residence.

The College offers a variety of living accommodations, including singles, doubles, triples, quadruples, and a few suites. The College provides basic furniture, but students supply linen, bed pillows, desk lamps, rugs, mirrors, curtains, and other accessories they may wish. Summer storage is very limited and may be at the student's expense.

The maintenance of halls is the responsibility of the director of administrative services and the director of facilities services. At the end of the year, each student is held responsible for the condition of her room and its furnishings. Room assignments, residence life policies, and vacation period housing are the responsibility of the director of residential life.

THE BERN SCHWARTZ GYMNASIUM

The center of the College's physical education program is the Bern Schwartz Gymnasium. This 50,000 square-foot facility houses an eight-lane swimming pool and separate diving well, courts for basketball, badminton, and volleyball, a gymnastics room and dance floor, and a weight training room.

THE CENTENNIAL CAMPUS CENTER

The Centennial Campus Center, a transformation of the historic gymnasium building on Merion Green, opened in May, 1985. As the center for non-academic life the facility houses a cafe, lounge areas, meeting rooms, an exhibition space for the Arts Program, the College post office, and the bookshop. The Office of Conferences and Events, the Student Life Offices, and the Women's Center are also located there. Students, faculty, and staff use the campus center for informal meetings and discussion groups as well as for campus-wide social events and activities.

STUDENT LIFE

STUDENT ADVISING

The deans are responsible for the general welfare of undergraduates, and students are free to call upon them for help and advice on both academic and general matters. After students select their majors, at the end of their sophomore year, they are assigned a faculty adviser in the major who helps them plan their academic program for the junior and senior years. In addition to deans, students may consult the director of student programs, the director of international advising, the director of the office for institutional diversity, the director of financial aid, and the director of career development. The Student Life staff and upperclass students known as hall advisers provide advising and assistance on questions concerning life in the residence halls. The College's medical director, the consulting psychiatrist, and several counselors are also available to all students through scheduled appointments or, in emergencies, through the nursing staff on duty twenty-four hours a day in the Health Center.

For freshmen and transfer students, the College and the Bryn Mawr-Haverford Customs Week Committee provide a period of orientation. Freshmen and transfers come into residence before the College is opened to upperclassmen. The deans, hall advisers, and the Customs Week Committee welcome them, answer questions, and give advice. New students with their parents may meet at that time with the president. In addition, faculty members are available for consultation, and all incoming students have individual appointments with a dean or other adviser to plan their academic programs for the year. Undergraduate organizations at Bryn Mawr and Haverford Colleges acquaint new students with other aspects of college life.

THE HONOR CODE

The high degree of trust and responsibility which the College has always given to its students is reflected in the academic and social honor codes. These delegate to the individual students responsibility for integrity in their academic and social behavior. Responsibility for administering the academic honor code is shared with the faculty; the Academic Honor Board, comprised of both students and faculty, mediates in cases of infraction. In the social honor code, as in all aspects of their social lives, the students are entirely self-governing; a Social Honor Board, consisting of ten students, mediates in cases where social conflicts cannot be resolved by the individuals directly involved.

The successful functioning of the honor code is a matter of great pride to the Bryn Mawr community, and it contributes significantly to the mutual respect that exists among students and between students and faculty. While the honor code makes great demands on the students' maturity and integrity, it also grants them an independence and freedom which they value highly. To cite just one example, many examinations are self-scheduled, so that students may take them at whatever time during the examination period is most convenient for their own schedules and study patterns.

ACADEMIC SUPPORT SERVICES

Academic support services at Bryn Mawr are divided into three general areas: writing support services, tutoring, and study skills support services. The writing program offers a writing center in which peer tutors assist students who need help with composition and other courses. The writing program also offers occasional workshops open to the campus. Writing support services are free of charge. Tutoring is available in all subject areas. Tutoring fees are low and subsidies are available. Students who need to strengthen their study skills are referred to the Child Study Institute, run by Bryn Mawr's Department of Human Development, for evaluation and tutoring, and to special programs offered each semester. This cost is also subsidized by the College.

Often, students have special needs for academic support—for example, learning-disabled students; students who are not conventionally prepared; and students who are not native speakers of English. In such cases, individualized programs are developed to meet students' needs. Any student interested in academic support services should consult with her dean.

THE BRYN MAWR-HAVERFORD CAREER DEVELOPMENT OFFICE

Students and alumnae/i are invited to make use of the services of the Career Development Office of Bryn Mawr and Haverford Colleges, which include: career and job search counseling; group and private sessions on resume writing and job-hunting techniques; information on and referrals for on- and off-campus part-time, summer, and permanent positions; updated information on over 1,800 internships; scheduling on-campus interviews; and maintaining and furnishing to employers, upon

request, credentials files of letters of recommendation. Additionally, students may interview with employers participating in off-campus recruiting days co-sponsored with a consortium of selective liberal arts colleges. Conducted in January, these events are located in Boston, Chicago, Los Angeles, New York, San Francisco, and Washington, D.C.

During the academic year the office sponsors career panels featuring alumnae/i to provide students with a broader knowledge of career options. In recent years, these panels have focused on careers in law, science, human services, the arts, business and management, finance, and computer science.

In the spring "NFP in NYC," a not-for-profit public service career fair, is held in New York City for students and alumnae. Co-sponsored by the "Seven Sister Colleges," Columbia University, Harvard University, and Haverford College, "NFP in NYC" offers the opportunity to learn about employment and career opportunities in a broad spectrum of not-for-profit organizations, most of which are represented at the fair by alumnae/i of the sponsoring institutions.

In cooperation with alumnae/i, the office provides students with access to a network of graduates who make themselves available to students for personal consultation on career-related questions and who, in practical ways, assist students in learning more about career fields of interest. Students interested in exploring specific career fields may participate during winter and spring vacations in the Extern Program, working as "shadow colleagues" with sponsors who are specialists in these fields.

The Mentoring Program is designed to give alumnae/i and students of color an opportunity to share personal and career experiences. Students first meet with their mentors on campus during a day-long program of alumnae/i panels and discussions on diversity issues. Mentors are encouraged to provide ongoing support through meetings and/or correspondence throughout the school year.

RESIDENCE

Residence in the college buildings is required of all undergraduates with these exceptions: those who live with their families in Philadelphia or the vicinity, and those who live in houses or apartments of their own choosing after having received permission to do so from the College during the annual room draw. In the latter instance, it is the responsibility of students to obtain permission from their parents.

The College maintains the halls of residence in order to provide simple, comfortable living for its students. It expects students to respect its property and the standards on which the halls are run. A printed statement of residence regulations is included in the undergraduate student handbook. Failure on the part of a student to meet the requisite standard in the care of her room may cause the College to refuse her residence the following year.

Resident students are required to participate in the board plan (20 meals per week are provided). For those living at Batten House, Haverford College Apartments, or Perry House, where kitchens are available, the meal plan is optional. Any student with medical or other extraordinary reasons for exemption from participation in the meal plan may present documentation of her special needs to the dean. Ordinarily,

with the help of the College dietician, the Dining Service can meet such special needs. When this is impossible, written notice of exemption will be provided by the dean.

Thirty-three hall advisers provide referrals and advice to students living in the halls, and work with the student officers who are responsible for the functioning of the social honor code within the halls.

The halls are open during fall break and Thanksgiving vacation, but meals are not provided. During winter and spring vacations special arrangements must be made by students who wish to remain in residence. They must pay a special fee for room and board and must live in an assigned residence hall.

COEDUCATIONAL RESIDENCE HALLS

Coeducational residence halls on the Bryn Mawr campus were established in 1969-70, housing students from Bryn Mawr and Haverford. In addition, Haverford College has made available a number of dormitories and suites for Bryn Mawr students. As neither Bryn Mawr nor Haverford allows room retention from one year to the next, the number and kind of coeducational housing units change each year.

LANGUAGE HOUSES

Haffner Hall, which opened in the fall of 1970, is comprised of separate units for qualified students of French, Italian, German, and Spanish. Students interested in the study of Russian have independent facilities in Batten House, and in Chinese, at Erdman Hall.

Undergraduates who wish to live in a language house should apply to the faculty of the appropriate department during room draw. Adequate preparation in the language is a prerequisite and those who are accepted agree to participate in the activities of the house and to avail themselves of opportunities to converse in the foreign language. Residence in a language house provides an excellent opportunity to gain fluency in speaking a foreign language.

NON-RESIDENT STUDENTS

For non-resident students, locked mailboxes are available in the Centennial Campus Center. Non-resident students are liable for all undergraduate fees except those for residence in a hall. All matriculated undergraduate students are entitled to full use of all out- and in-patient health services.

INSURANCE

The College is not responsible for loss of personal property due to fire, theft, or any other cause. Students who wish to insure against these risks should do so individually or through their own family policies.

LEAVE OF ABSENCE

A student who is in good standing at the College may apply to her dean for a leave of absence. (A student who loses her good standing after having been granted a leave of absence will normally be required to change her status to withdrawn.) A leave may be requested for one or two semesters and, once approved, reinstatement is granted contingent upon residential space available at the time a student wishes to return to the College. Application must be made in writing by July 1 of the academic year preceding the requested leave (or November 1 for a second-semester leave). The deans and members of the student's major department review any questions raised by the student or her dean regarding the approval of leave. In case of study away from Bryn Mawr, either abroad or at another institution in the United States, the transfer of credits is treated in the usual manner by the Transfer Credit Committee. A student should confirm her date of return, by letter to her dean, by March 1 preceding return for the fall semester and by December 1 for return in the spring semester.

A student may extend her leave of absence for one additional semester beyond the originally agreed upon date of return, with her dean's permission. Application must be made in writing by July 1 of the academic year preceding the requested extension (or November 1 for a second-semester extension). A student who does not return after a leave without permission for an extension, or who does not return after an extension of leave, is withdrawn from the College and must apply for readmission.

HEALTH SERVICES

The Health Center is a primary-care facility, open 24 hours a day when the College is in session. The Health Service offers a wide range of medical and counseling services to all matriculated undergraduates.

Outpatient medical services include first aid, nursing visits, routine laboratory work, walk-in medical clinic, gynecological services, and appointments with the college physician. Inpatient care is provided for students who require nursing care or isolation, but do not require hospitalization. A current fee schedule is available upon request.

A counseling service is available to all undergraduate students. Consultation with a psychologist, social worker, or psychiatrist can be arranged by appointment through the Health Center.

MEDICAL REQUIREMENTS

All entering students must file medical history and evaluation forms with the health service before registration for classes.

MEDICAL INSURANCE

The College purchases a limited medical insurance policy for full-time undergraduate students. The insurance is provided in conjunction with services supplied by the Bryn Mawr College Health Center. The insur-

ance policy will not cover a significant portion of the costs of a major illness. Therefore, it is strongly recommended that students maintain their coverage on their families' health plans or purchase additional insurance. The College does provide information about additional insurance plans that may be available to Bryn Mawr students. Information about the basic insurance plan and any available additional plans is sent to students each summer.

MEDICAL LEAVE OF ABSENCE

A student may, on the recommendation of the College physician or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to withdraw for reasons of health, if in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return is granted upon evidence of recovery.

CHILD CARE

Child care is available for Bryn Mawr and Haverford College families on a space-available basis at the New Gulph Children's Center and at the Phebe Anna Thorne School. The New Gulph Children's Center is located at Conestoga and Sproul Roads, Villanova, just ten minutes from the campus. Children three months through four years old are eligible. The center is open five days a week, 7:30 a.m. to 5:30 p.m.

The center, conducted by a professional staff, incorporates appropriate age group development activities with high quality group care, plus a nursery school program. Flexible schedules can be arranged to accommodate the programs of students, staff, faculty, and alumnae parents. A minimum of three morning sessions for the infant/toddler program or five morning sessions for the nursery school program is required.

The fee scale is based on the age of the child and the number of hours. Tuition for the semester is payable in full or in monthly installments. Early registration for all programs is essential. For more information contact the director at (215) 688-2411.

The Phebe Anna Thorne School, situated on the Bryn Mawr campus, is a laboratory nursery school run in cooperation with the Department of Human Development. The Thorne School offers a developmentally oriented, child-centered program in which children develop a sense of competence and well-being within the group through play, problem-solving, and social interaction.

During the academic year, the Thorne School offers two morning programs, one for three-year-olds and one for four-year olds. The morning programs begin at 9:00 a.m. and conclude at 12 noon. Children may arrive as early as 8:30 a.m. and must be picked up by 12:00.

The Thorne School also offers an afternoon program for three- and four-year-olds combined. Although the specific content of activities may vary, the general structure of the afternoon program is similar to that of the morning programs. The afternoon program begins at 12:30 p.m. and concludes at 3:30 p.m. Children may arrive as early as 12:15 and must be picked up by 3:30.

Children may attend either the morning program, the afternoon program, or both. For children attending both programs, arrangements can be made for the child to remain at the Thorne School through the lunch period.

In July, the Thorne School offers a summer program. This program begins at 9:00 a.m. and concludes at 12 noon.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The Family Educational Rights and Privacy Act of 1974 was designed to protect the privacy of educational records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, D.C. 20201, concerning alleged failures by the institution to comply with the act.

Copies of Bryn Mawr's policy regarding the act and procedures used by the College to comply with the act can be found in the Office of the Undergraduate Dean. Questions concerning the Family Rights and Privacy Act may be referred to the Office of the Undergraduate Dean.

DESIGNATION OF DIRECTORY INFORMATION

Bryn Mawr College hereby designates the following categories of student information as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I	Name, address, dates of attendance, class, enrollment status
Category II	Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred
Category III	Date of birth
Category IV	Telephone number
Category V	Marital status

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974 by written notification which must be in the Office of the Registrar, Taylor Hall, by 5 p.m. on the second Friday of September. Forms requesting the withholding of "directory information" are available in the Office of the Registrar. Bryn Mawr College assumes that failure on the part of any student to request the withholding of categories of "directory information" indicates individual approval of disclosure.

EQUALITY OF OPPORTUNITY

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

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its education programs, activities, or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the act. Inquiries regarding compliance with Title IX and other policies of non-discrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures.

THE REHABILITATION ACT OF 1973, SECTION 504

The College is firmly committed to the principle of making reasonable accommodation in all aspects of campus life to physically disabled students and staff. We have found that this is best achieved by meeting the needs of persons with various disabilities on an individual basis.

Disabled students in the Undergraduate College should consult Dean Jo Ellen Parker, the Undergraduate College's representative to the 504 Advisory Committee, or Jeanne Simon Angell, associate director of the career development office and chairman of the 504 Advisory Committee, for further information on accommodations.

GEOGRAPHICAL DISTRIBUTION

1991-92 UNDERGRADUATE DEGREE CANDIDATES

The students are from forty-six states, the District of Columbia, and Puerto Rico, and forty-seven foreign countries with distribution as follows:

U.S. Residence

New England

Maine	11
New Hampshire	6
Vermont	4
Massachusetts	66
Rhode Island	5
Connecticut	<u>43</u>
	135 (11.3%)

Middle Atlantic

New Jersey	108
New York	154
Pennsylvania	<u>166</u>
	428 (35.9%)

East North Central

Ohio	19
Indiana	14
Illinois	28
Michigan	13
Wisconsin	<u>9</u>
	83 (7%)

West North Central

Minnesota	11
Iowa	2
Missouri	6
N. Dakota	0
S. Dakota	1
Nebraska	5
Kansas	<u>2</u>
	27 (2.3%)

East South Central

Kentucky	4
Tennessee	12
Alabama	4
Mississippi	<u>0</u>
	20 (1.7%)

West South Central

Arkansas	2
Louisiana	3
Oklahoma	2
Texas	<u>40</u>
	47 (3.9%)

Mountain

Montana	3
Idaho	3
Wyoming	0
Colorado	16
New Mexico	12
Arizona	11
Utah	4
Nevada	<u>0</u>
	49 (4.1%)

Pacific

Alaska	2
Washington	23
Oregon	7
California	77
Hawaii	<u>4</u>
	113 (9.5%)

Geographical Distribution

South Atlantic

Delaware	4
Maryland	64
District of Col.	13
Virginia	26
West Virginia	2
N. Carolina	10
S. Carolina	3
Georgia	6
Florida	28
Puerto Rico	3
Virgin Islands	0
	159 (13.3%)

Foreign Residence

Argentina	2	Mexico	1
Australia	3	Nepal	1
Austria	2	Netherlands	2
Belgium	1	Pakistan	6
Bulgaria	1	Papua New Guinea	1
Canada	10	Peru	1
China	4	Philippines	3
Costa Rica	1	Romania	1
Egypt	1	Saudi Arabia	1
England	3	Singapore	1
Ethiopia	1	South Africa	1
France	3	Spain	2
Germany	4	Sri Lanka	2
Ghana	1	Switzerland	2
Greece	4	Taiwan	1
Hong Kong	10	Tanzania	2
India	9	Thailand	2
Indonesia	1	Trinidad	1
Italy	1	Tunisia	1
Japan	12	Turkey	5
Jordan	2	Uruguay	1
Kenya	6	Russia	1
Korea	4	Zimbabwe	2
Malaysia	4		

Totals: U.S. Residence	1061	(89%)
Foreign Residence	131	(11%)



CURRICULUM

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. It encourages independence within a rigorous but flexible framework of divisional and major requirements, and fosters self-recognition for individuals as members of diverse communities and constituencies.

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

The degree of Bachelor of Arts is conferred upon students who have completed the requirements described below.

REQUIREMENTS FOR THE A.B. DEGREE

Summary of Requirements

For students who matriculate in September, 1991, or thereafter.

Students who matriculated prior to September, 1991 should consult the 1990-91 Undergraduate Catalogue for applicable degree requirements.

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

1. two courses in English composition, unless exempted
2. one course to meet the quantitative skills requirement
3. work to demonstrate the required level of proficiency in foreign language
4. eight units to meet the divisional requirements
5. a major subject sequence
6. elective units of work to complete an undergraduate program.

In addition, all students must complete eight half semesters of physical education and must meet the residency requirement.

English Composition Requirement

Each student must include in her program two semesters of English composition (English 015-016) to be taken during her freshman year, unless she has achieved a score of 5 on the Advanced Placement Test. The Department of English also administers an exemption test upon request.

Quantitative Requirement

Each student must complete work in college-level mathematics or quantitative skills to consist of:

- a. passing with an honor grade an Advanced Placement examination in mathematics, or
- b. passing one course (one unit) in mathematics at the 100 level or above, or
- c. passing one course from the following list of courses which teach or use quantitative skills: Economics 203: Statistical Methods in Economics; Philosophy 213: Intermediate Logic; Philosophy 214: Modal Logic; Philosophy 215: Introduction to Set Theory; Philosophy 242: Theory of Recursion; Physics 101, 102: Introductory Physics; Psychology (H)113: Introduction to Psychological Statistics; Psychology 205: Experimental Methods and Statistics; Sociology 265: Research Design and Statistical Analysis; and any course in Computer Science. Additional courses may be added to this list; a student should consult her dean for new offerings.
- d. passing one math course which has 100-level math as a prerequisite, in which case the prerequisite will satisfy the quantitative skills.

For students who matriculate in and after September 1991, courses used to fulfill the requirement in Quantitative Skills may also be counted in Division II if they are identified as both Division II and Quantitative Skills in the course guide.

Foreign Language Requirement

There are two parts to this requirement:

1. Competence in Language: A knowledge of one language other than English (or other than the student's language of origin) to be demonstrated by:

- a. passing a proficiency test offered by the College every spring and fall, or
- b. attaining a score of at least 650 in a language achievement test of the College Entrance Examination Board (CEEB), or by passing with an honor grade an Advanced Placement test, also offered by CEEB, in French, German, Spanish, or Latin. (The number of academic units of credit awarded for honor grades in Advanced Placement exams is determined by the departments), or
- c. completing two courses (two units) at the College above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course.

2. Additional Work in Language or Mathematics: to consist of:

- a. completing a foreign language to an advanced level, defined as passing two courses (two units) at the 200 level or above with an average grade of at least 2.0 or a grade of 2.0 in the second course, or passing a proficiency test, the nature and standard of which are determined by the

departments of foreign languages with the approval of the Curriculum Committee, or

- b. attaining knowledge of a second foreign language to be demonstrated in the same way as knowledge of the first (1c. above), or
- c. completing two courses (two units) in mathematics at the 100 level or above, including at least one semester of calculus.
- d. passing with at least a grade of 2.0 a course in mathematics which has a 100-level math course as a prerequisite. Either the course taken or the prerequisite must be in calculus.

Courses used to fulfill the additional work requirement in mathematics cannot also be counted toward divisional requirements. Courses taken to fulfill additional work in language, if they otherwise carry divisional credit, may be counted toward divisional requirements.

Foreign Language Requirement for Non-Native Speakers of English

Students whose language of origin is not English are those who applied to Bryn Mawr as international students and indicated on their admission application that English is not their language of origin, who have had at least several years of school in a language other than English and who are able to read, write, and speak this language, or who have submitted TOEFL scores as part of their admission application.

For these students two semesters of English 015, 016: Reading and Composition fulfills the requirement for competence in language (as well as the English composition requirement). Non-native speakers of English who wish to complete the requirement for additional work by completing foreign language to an advanced level must pass two courses (two units) offered by the English department at the 200 level or higher, with an average grade of at least 2.0 or a grade of 2.0 in the second course.

Divisional Requirements

Each student must complete two units in the social sciences (Division I), three units in the natural sciences and mathematics (Division II), and three units in the humanities (Division III). At least two units in Division II must be laboratory science courses, and at least two different disciplines in Division II must be represented in the total of three units. Division III includes the performing and studio arts as well as courses in the history, theory, or criticism of the arts. One unit of performance or studio art may be counted toward the requirement in Division III. Students majoring in the humanities must offer at least one unit outside their major in Division III to fulfill the requirement.

Students should have made substantial progress on their divisional requirements before the start of the senior year. The requirement for laboratory work must be fulfilled before the start of the senior year. No course may satisfy more than one divisional requirement. A student may not use courses in her major subject to satisfy more than one divisional requirement, unless the courses are cross listed in other departments. English 015 and 016 do not meet the divisional requirement in Division III.

Divisional credit is assigned by course. Students should consult the

course guide published each semester to inform themselves of which courses satisfy the various divisional requirements. Each student is responsible for understanding what divisional credit she may earn for the courses she takes. The Curriculum Committee considers petitions from individual students for exceptions.

Students who matriculated before September, 1987, should consult earlier editions of the Bryn Mawr College catalogue for the divisional requirement that applies to them.

Major Requirements

At the end of the sophomore year each student must choose a major subject and, in consultation with the departmental adviser, plan an appropriate sequence of major courses. She must complete a major work plan with the department's major adviser and submit a copy to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0. A student may double major, but she should expect to complete all requirements for both major subjects.

Students may choose to major at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. A student may major in any department at Haverford. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Permission of the Haverford dean is required for a double major that includes a Haverford department.

Every student working for an A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Undergraduate Council and may be asked to change her major. If at the end of her junior year a student has a major subject average below 2.0 she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

A student with unusual interest or preparation in several areas could consider an independent major, one of the interdepartmental majors, a double major, a major with a strong minor, or a concentration involving work in several departments built around one major as a core. Such programs can be arranged by consulting the dean and members of the departments concerned.

A student who wishes to pursue independent study of a special area, figure, or problem within a given discipline, may, if she finds a faculty member willing and able to supervise such work, substitute one or two units of supervised work for one or two courses.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

The Independent Major

Students who wish to design independent majors must submit their completed applications before the spring recess of the sophomore year or, if junior transfers, by the Friday of the fourth week of classes in the fall term of the junior year.

Sophomores interested in the independent major should attend the special meeting conducted by the supervising dean (1992-93, Dean Behrend) early in the spring semester. Students must enlist two faculty members who are willing to act as sponsors: one faculty member, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty.

The application consists of a major work plan developed with the advice of the sponsors, a personal statement, and supporting letters. The work plan should show how the candidate intends to fulfill her degree requirements; show a major plan to consist of at least eleven courses, all but four of which must be completed at Bryn Mawr unless there is a junior leave, at least four 300-level courses, which may include some senior work (a departmental senior seminar, a senior thesis, or other independent supervised work). The candidate must submit a statement describing her interest in the independent major, showing how her program differs significantly from any departmental major, and explaining the logic of the major work program she has submitted. A letter of support from each of the faculty sponsors must accompany the major work plan. All of the above are submitted to the supervising dean for the Committee on Independent Majors; the Committee's decisions on proposals are final. The Committee also approves the title of the major.

The progress of the students whose proposals are accepted is monitored by the Committee. All changes in the program must be approved by the sponsor and the Committee. A grade of 2.0 or higher is required for all courses in the major. If this standard is not met in a course, the student must immediately change to a departmental major.

The Minor

Many departments, but not all, offer a minor. Students should see departments for details. The minor is not required for the Bachelor of Arts degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the CR/NC or NNG (see below) option subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

In addition to departmental minors, minors are available in Africana studies, computer science, feminist and gender studies, and theater and dance, and concentrations are available in Hispanic and Hispanic-American studies, international economic relations, neural and behavioral sciences, and peace studies. Courses are also available in Hebrew language and Hebrew and Judaic studies. See the section on Fields of Concentration and Additional Programs for further information on these courses and programs. In general, it is not possible to minor in departments at Haverford College.

Physical Education

All students must complete eight terms (one half semester each) of physical education and pass a swimming test. Transfer students must have their previous physical education experience reviewed by the director of physical education. Students to whom this requirement presents special problems should consult the director of physical education.

Residency

Each student must complete a minimum of twenty-four units while in residence at Bryn Mawr. This may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania. The senior year must be spent in residence. Students who have spent the junior year away from the College must complete eight units during the senior year. Students do not normally spend more than the equivalent of four years completing the work of the A. B. degree. Exceptions to this requirement for transfer students entering as juniors are considered at the time of transfer application.

Exceptions

All requests for exceptions to the above regulations are presented to the Curriculum Committee for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee; a student may, in unusual cases, request permission to appear before the committee.

ACADEMIC REGULATIONS

Registration

Procedures: Each semester all Bryn Mawr students register for the next semester's courses with the deans on days specified in the Academic Calendar. Failure to register results in a \$15 fine. Students must then confirm their registration with the deans and submit their final programs to the registrar on the Thursday and Friday of the second week of classes each semester. Failure to confirm registration results in a \$25 fine.

Normal Course Load: Students normally carry a complete program of four courses (4 units) each semester. Exceptions are granted by the student's dean as long as the student is making normal progress toward her degree, but students may register for more than five courses (5 units) per semester only with the permission of the Curriculum Committee.

Registration Options

Credit-No Credit Option: A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) or Haverford's No Numerical Grade (NNG) option. Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr. A student registered for a course under either option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC or NNG registration because this information should in no way affect the students' responsibilities in the course.

A student may not elect both the CR/NC and NNG option in the same semester. A student registered for five courses is not permitted a second CR/NC or NNG registration.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts the numerical grades of 1.0 and above to CR and the grade of 0.0 to NC for recording on the students' official transcripts. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical

equivalent on the transcript only if the course becomes part of the student's major.

Courses taken under this option may be used to meet the divisional requirement and the English composition requirement. To meet these requirements, a grade of CR (1.0 or above) is required. No course in the major subject may be taken under this option. A student may elect to take a course to complete the language and mathematics requirements under the CR/NC option, but when grades of 2.0 or averages of 2.0 are required, that requirement must be met. The registrar monitors completion of requirements.

For regulations concerning NNG, see the Haverford College Academic Regulations.

Students wishing to take a course CR/NC must sign the registrar's register by the end of the third week of classes. *No student is permitted to sign up for CR/NC after that time.* To elect the CR/NC option for a year-long course, such as English composition, in which only one grade is given for the year, a student must sign up in September for the full year. The student may not then elect a second course CR/NC or NNG in Semester II, nor may she elect such a year-long course CR/NC in the second semester only. Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses may register for CR/NC at the Haverford Registrar's Office or at Bryn Mawr.

Year-long Courses: A few courses, including all introductory languages, are designed as year-long, two-semester sequences. In these courses students must complete the second semester in order to earn credit for both semesters. Students must have the permission of the professor to receive credit for only one semester of a year-long course. *Credit is never given for one semester of an introductory language course.* Courses to which this rule applies are so designated in each department's course lists. Forms for permission to take one semester of a year-long course are available from the Office of the Dean.

Some courses, including many introductory level survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course.

Half-credit Courses: Half-credit courses may be taken for credit at Bryn Mawr, Haverford, Swarthmore, and the University of Pennsylvania. Grades earned become part of the student's average, but the half credit counts toward the A. B. degree only if it is paired with another half-credit course in the same field. Bryn Mawr does not permit half-credit registration for the lecture or the laboratory portion of any course which normally includes both. Exceptions to this rule are made by the Curriculum Committee.

Independent Study: Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Requests for interdepartmental independent study generally require approval of the Curriculum Committee as well. Students pursuing independent study usually register for a course in that department numbered 403 and entitled Supervised Work, unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Auditing: Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for confirmation of registration.

Limited Enrollment: Some courses are designated as limited enrollment in the Course Guide. The Course Guide provides details about restrictions. If *consent of the instructor* is required, the student is responsible for securing permission. If *course size is limited*, the final course list is determined by lottery. Students who wish to be included in the lottery must be present on the first day of class to sign a list circulated by the instructor. Final lists are posted by 5 p.m. on the third day of classes.

Withdrawals: No student may withdraw from a Bryn Mawr course after the first two weeks of each semester. Exceptions to this regulation must be approved by the professor and the appropriate Bryn Mawr dean.

Cooperation with Neighboring Institutions

Full-time students at Bryn Mawr may register for courses at Haverford College, Swarthmore College, and the University of Pennsylvania during the academic year without payment of additional fees. (This arrangement does not apply to summer schools.) Credit toward the Bryn Mawr degree is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

Haverford and Swarthmore Colleges: Students register for Haverford courses by listing them on the Bryn Mawr registration form, but students who register for Haverford courses that are limited in enrollment must follow Haverford procedures, including signing the limited enrollment list at the Haverford Registrar's Office.

A student may also enter Swarthmore courses on her Bryn Mawr registration form, but she must also register at Swarthmore by taking a note of permission from her dean, available in the Dean's Office, to 124 Parrish Hall, Swarthmore. She must also secure the instructor's permission.

The University of Pennsylvania: Bryn Mawr students may register for up to two courses a semester at the University of Pennsylvania, on a space-available basis. Students may take at Penn only courses not regularly offered at Bryn Mawr and Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

Not all courses offered at Penn are acceptable for credit toward the A.B. degree at Bryn Mawr. Students are responsible for determining that the course they wish to take is acceptable for credit toward their degree and should consult their dean about this before they register for the course.

In order to register for a course at Penn the student should consult the Penn course guide, and must take a note of permission from her dean to the College of General Studies, 210 Logan Hall, at Penn and obtain a permit stamp from the relevant school or department at Penn. The Penn course guide and notes of permission are available in the Dean's Office.

If the Penn course guide indicates that consent of the instructor is required for enrollment in a course, the student is responsible for securing this permission from the instructor. Bryn Mawr students may not register for courses at Penn until the first week of each semester,

and must meet all University of Pennsylvania deadlines for dropping and adding courses. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their dean if they have any questions about University of Pennsylvania courses or registration procedures.

Villanova University: Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University, on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field; students must have permission of both their major adviser and their dean. Courses taken on the Villanova exchange may only be taken for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, a student should consult the Villanova course guide, available in the Dean's Office, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping and adding, withdrawal, and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their dean if they have any questions about Villanova University courses or registration procedures.

Conduct Of Courses

Attendance: Regular attendance at classes is expected. Responsibility for attendance, and for learning the instructor's standards for attendance, rests solely with each student. Absences for illness or other urgent reasons are excused, but within the semester a student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, she may require the student to withdraw from one or more courses.

Quizzes and Examinations

Quizzes: Announced quizzes, written tests of an hour or less, are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course.

If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged. The weight is decided by the instructor.

Examinations/Papers in Lieu of Examinations: An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means.

If a student fails to appear at the proper time for a self-scheduled or deferred examination or fails to return a take-home exam, she is counted as having failed the examination and automatically receives a grade of

0.0 in the course. Failure to submit a paper assigned in lieu of an examination may result in failure of the course; it is the student's responsibility to inform herself of the instructor's policy on this point.

Deferred Examinations: A student may have an examination deferred by the dean because of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period listed in the Academic Calendar. Students should be aware that exams deferred in Semester I are given in the first weeks of Semester II; exams deferred in Semester II are not given until the first semester of the following academic year.

Deadlines, Extensions, and Incompletes for Written Work: Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers, and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required although professors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

All essays and written reports in any course must be submitted to the instructor no later than the last day of classes in each semester. In special cases, with the joint written permission of the instructor and the student's dean, the date for handing in a piece of written work may be extended beyond the last day of classes, and the date for handing in a paper in lieu of examination may be extended beyond the examination period. In these cases, the student must request an extension slip from her dean, take it to the instructor for approval, and return it to the dean.

When written extensions are submitted to the registrar by the student's dean, the instructor submits a grade of Incomplete, which is temporarily recorded on the transcript. If the student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete, or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade except a failure can be recorded in place of an UI without an extension or other appropriate action taken jointly by the dean and instructor.

Senior Deadlines: Seniors must submit all written work at least 48 hours before the time senior grades are due in the Office of the Registrar. Extensions beyond that date cannot be granted to any senior who expects to graduate that year.

Social Seniors: Non-graduating seniors who matriculated with the graduating class may request status as social seniors. (A non-graduating senior is a senior with any degree requirements outstanding, including physical education.) Permission to be a social senior is granted by the student's dean, who conveys her permission to the registrar and the commencement office. A social senior may attend the garden party and other functions connected with commencement. She may march at the end of the graduation line with cap and gown, but without hood. At commencement, she may, if she wishes, receive the recognition of the community, but not the diploma.

Dates: Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of those dates.

Curriculum

The Bryn Mawr Standard of Work

The Grading System: The following grades are awarded at Bryn Mawr:

Merit	Satisfactory	Failure
4.0	1.7	0.0
3.7	1.3	
3.3	1.0	
3.0		
2.7		
2.3		
2.0		

The Merit Rule: A student must attain grades of 2.0 or above in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major Subject: Every student working for an A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

Any student receiving a grade below 2.0 in any course in her major subject is reported to the Undergraduate Council and may be required to change her major. A student whose numerical average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major. In either case she receives a warning from the Undergraduate Council.

Changes of Grades: Changes of grades which have been entered on the transcript are made only by vote of the faculty at faculty meetings. The request to the faculty is made by the instructor. Students who have questions about grades should direct them to the instructor.

The Undergraduate Council: The Undergraduate Council, composed of the dean of the Undergraduate College, the associate and assistant deans, and one faculty member from each department, reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the council when (a) she has incurred a failure or NC following a previous failure or NC, or (b) when her work has failed to meet (1) the general standards embodied in the Merit Rule or (2) the specific standards in the major subject. The Undergraduate Council also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the council has a consultation with her dean and receives a letter specifying the standards she must meet by the end of the following semester. A student whose record has been reviewed by the council is put on probation the following semester, or the semester of her return if she has been asked to with-

draw, and may be required to meet regularly with her dean. Faculty members are requested to submit mid-semester reports for students, whose work has been unsatisfactory. Students who meet the standards specified by the council during the semester on probation are then no longer on probation.

In some instances, usually after repeated review of continuing unsatisfactory work, the council may require the student to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The council may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

Distinctions: The degree of Bachelor of Arts may be conferred *cum laude*, *magna cum laude*, and *summa cum laude*.

Cum laude: GPA: 3.4

In calculating the GPA, grades behind CR, NC, or NNG are *not* included. Summer school grades from Bryn Mawr earned in this campus *are* included; *no* other summer school grades (such as grades from Avignon, Centro, Florence, Penn, or other institutions) are included. Term-time grades transferred from other institutions are *not* included. Term-time grades from Haverford, University of Pennsylvania, and Swarthmore, earned on the exchange, *are* included.

Magna cum laude: GPA: 3.6

In calculating the GPA, grades behind CR, NC, or NNG *are* included. Summer school and term-time grades are included or not as for *cum laude*.

Summa cum laude:

The degree is awarded *summa cum laude* by vote of the faculty, on the recommendation of the Faculty Committee on the Award of Distinctions and Traveling Fellowships.

The committee reviews the record of each senior who has a GPA of 3.80 (calculated as for *magna*) *and* who has been nominated by her major department at Bryn Mawr or Haverford. The nomination is solicited by the committee, not by the student.

The committee, in selecting from all eligible students the small number to be nominated for *summa*, follows two principal criteria: the student's capacity for original and accomplished work in the major field; and her intellectual maturity, demonstrated, among other things, by a range of interests and accomplishments extending beyond a single major subject.

Credit for Work Done Elsewhere

All requests for transfer credit must be approved by the Transfer Credit Committee. Credit may be transferred for liberal arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the Transfer Credit Committee considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the English composition, mathematics and language, or divi-

sional requirements) at Bryn Mawr with courses taken elsewhere during the academic year must obtain approval from the equivalent Bryn Mawr department. Approval slips are available from the dean's office.

Credit is calculated on an hour-for-hour basis. Four semester hours is the equivalent of one unit of credit. Students taking a semester or year of course work away from Bryn Mawr must take the normal *full-time* course load at the institution they are attending in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually fifteen or sixteen semester hours, or between twenty-two and twenty-four quarter hours, is the equivalent of four units at Bryn Mawr; between thirty and thirty-two semester hours, or forty-five and forty-eight quarter hours, is the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States or abroad should have the institution and her program approved in advance by her dean, her major adviser, and other appropriate departments. The College cannot guarantee full credit in advance to students who study independently at other institutions. Ordinarily, students on leave are not eligible for College awards and prizes in the year of absence from the College.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for junior transfers are considered at the time of the student's transfer application.

Students may use work which is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

Summer School: A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and the appropriate department, and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C-grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis.

A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer.

Credit for College or University Work Taken Before Graduation from Secondary School: Students may receive no more than two units of transfer credit for courses taken prior to graduation from secondary school, provided that these courses were not counted toward secondary school graduation requirements. Requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions and procedures as all other requests for transfer credit.

Departure from the College

Procedures: Every student who leaves Bryn Mawr prior to graduation must see her dean and complete a Notice of Departure. For a student departing during the academic year, some fees may be refundable. The specific dates of the refund schedule are published annually and are available in the offices of the dean, comptroller, and registrar. For resident students, the date of departure is the date on which keys are returned to the Office of Safety and Security. The comptroller does not calculate a refund until she receives notice that keys have been returned.

Leave of Absence: A student whose good standing at the College is not in question may apply to her dean for a leave of absence. A student who loses her good standing after being granted a leave of absence is normally required to change her status to withdrawn. A leave of absence may be requested for one semester or two consecutive semesters and, once approved, reinstatement is granted automatically, contingent upon space available at the time a student wishes to return to the College. Application must be made in writing by July 1 of the academic year preceding the requested leave (or November 1 for second semester leaves). The deans and members of the student's major department review any questions raised by the student or her dean regarding the approval of the leave. A student should confirm her date of return by March 1 for return in the following fall semester, and by December 1 for return in the spring semester.

A student applying for leave of absence to study at another institution should make arrangements in advance with her dean and her major department to make certain that her program is acceptable for transfer credit, as outlined under "Transfer Credit" above.

A student may extend her leave of absence for one semester beyond the originally indicated date of return by requesting this in writing from her dean. A student who fails to apply for leave by July 1 or November 1 or who extends her leave beyond the approved period without permission of her dean is withdrawn from the College and must apply for readmission.

Medical Leave: A student may, on the recommendation of the College's medical director or her own doctor, at any time request a medical leave of absence for reasons of health. The College reserves the right to require a student to withdraw for medical reasons if, in the judgment of the medical director, her state of health is such that she cannot successfully complete her academic work and/or live in a College residence hall. Permission to return from a medical leave or medical withdrawal is granted only upon evidence of recovery.

Required Withdrawal: A student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be asked to withdraw by the dean of the Undergraduate College, in consultation with the student's dean and, if the student has declared a major, with the student's department chairman. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Executive Committee of the Undergraduate Council, the president of the Self-Government Association, and the head of Honor Board hears the student, the dean and, when appropriate, the student's department chairman. The committee makes its recommendations to the president of the College; the president's decision is binding. In cases of required withdrawal, no fees are refunded.

Withdrawal: Students who withdraw, whether by choice or as a result of the above procedures, must apply for readmission if they wish to return. Students who wish to return from withdrawal should request an application for readmission from their dean.

Haverford College Academic Regulations

Bryn Mawr students in Haverford courses are subject to Haverford regulations as applied and interpreted by the Haverford deans. For the purposes of these regulations, a course is defined as a Haverford or Bryn Mawr course solely on the basis of its designation in the course list ("B" for Bryn Mawr and "H" for Haverford), not the campus on which it is taught.

Academic Regulations at Swarthmore College, The University of Pennsylvania, and Villanova University

Bryn Mawr students enrolled in courses at these institutions are subject to the regulations of these institutions. It is the student's responsibility to inform herself about these regulations.

CURRICULAR OPPORTUNITIES

Premedical Preparation

The Bryn Mawr curriculum offers courses which meet the requirements for admission to the leading medical schools of the country, and each year a significant number of its graduates enter these schools. The minimal requirements for most medical schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of calculus, and one year of physics. Students planning premedical work should consult early in their careers with Gale Lang, the undergraduate premedical adviser. For a list of scholarships to Bryn Mawr graduates for medical study, see page 261.

Post-Baccalaureate Premedical Program

A post-baccalaureate premedical program is available to graduates of Bryn Mawr and other four-year accredited institutions through Bryn Mawr's Division of General Studies. For further information, see page 28.

Teaching Certification

Students majoring in liberal arts fields that are taught in secondary school may, by appropriate planning early in their undergraduate career, prepare themselves to teach in the public junior and senior high schools of Pennsylvania. By reciprocal arrangement the Pennsylvania certificate is accepted by a number of other states. A student who wishes to teach should consult early in her college career with her dean, the director of Teacher Education, and with the chairman of the department concerned so that she may make appropriate curricular plans.

The certification sequence begins with a basic psychology course and includes Education 103: Introduction to Education; Human Development 203: Educational Psychology; Human Development 206: Developmental Psychology; Psychology H214: Psychology of Adolescence; and one additional education course. In the senior year, students take Education 304: Curriculum and Methods Seminar, and Education 303: Practice Teaching. For further information, see the Teacher Education program, page 232.

Preparation for Law and Business Schools

There is no prescribed program of courses required for admission to law or business school, a student with a strong record in any field can compete successfully for admission. Students considering careers in law should consult Dean Behrend, the College's pre-law adviser. Students interested in further education in business and in careers in business should consult the career development office.

The Chicago Business Fellows Program: Bryn Mawr participates in the Chicago Business Fellows Program sponsored by the Graduate School of Business at the University of Chicago. This program allows

Bryn Mawr to nominate one or two juniors for admission to the Graduate School of Business and a full-tuition scholarship for an academic quarter of study toward the M.B.A. degree at Chicago in the summer between the junior and senior year. Upon completion of their undergraduate degree, Chicago Business Fellows may reenter the Graduate School of Business on either a full-time or part-time basis to complete the M.B.A. degree any time within three years of graduation. No specific undergraduate major is required and applicants need not have firm intentions to enter a career in business. For further information students should consult Dean Behrend.

The Three-Two Plan in Engineering and Applied Science

The College has negotiated arrangements with the California Institute of Technology and with the University of Pennsylvania whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year of the engineering and applied science option at Caltech or one of the engineering schools at Penn, to complete two full years of work there. At the end of five years she is awarded a Bachelor of Arts degree by Bryn Mawr and a Bachelor of Science degree by Caltech or by Penn. Programs are available in many areas of specialization, including: aeronautical, biomedical, chemical, civil, computer science, electrical, materials science, mechanical, and systems engineering—though not every area of specialization is available at both schools.

In her three years at Bryn Mawr the student must complete the English composition, mathematics, foreign language, and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing one of these programs have had majors at Bryn Mawr in biology, chemistry, mathematics, or physics.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by the engineering programs, and by Bryn Mawr, approval of the student's major department is necessary for the transfer of credit from the engineering program to complete the major requirements at Bryn Mawr.

Students considering this option should consult Dean Behrend and the faculty adviser to the Three-Two engineering programs, Professor Beckmann in the Physics Department, at the time of registration for Semester I of the freshman year. Interested students are encouraged to write to the Three-Two adviser prior to their arrival at the College since careful planning of course enrollments is needed to meet both the College's graduation requirements and the engineering prerequisites. Students should consult with the Three-Two adviser each semester to ensure that all requirements are being completed on a satisfactory schedule.

The Three-Two Program in City and Regional Planning

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities at Bryn Mawr, and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete the English composition, mathematics, foreign language, and the divisional require-

ments and the basis of a cities major. The student applies to the Master of City Planning program at Penn in her junior year. No courses taken prior to official acceptance into the Master of City Planning may be counted toward the master's degree, and no more than eight courses may be double counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult Barbara Lane, Andrew W. Mellon Professor in the Humanities, in the Growth and Structure of Cities Program.

Reserve Officer Training Corps

Bryn Mawr students are eligible to participate in the Air Force Reserve Officer Training Corps (AFROTC) through a cross-enrollment agreement with St. Joseph's University, or in the Naval Reserve Officer Training Program (NROTC) through a cross-enrollment agreement with the University of Pennsylvania.

All AFROTC aerospace studies courses are held on the St. Joseph's campus; all NROTC naval science courses are held at the University of Pennsylvania. These programs enable a Bryn Mawr student to earn a commission as an Air Force or Naval officer while concurrently satisfying her baccalaureate degree requirements.

The AFROTC program of aerospace studies at St. Joseph's University offers both two-year and four-year curricula leading to a commission as a second lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. The student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the two-year curriculum, the student attends a six-week summer training program and then enters the POC in the junior year. Students opting for the two-year curricula must apply for acceptance into the POC by the end of the first semester or quarter of their sophomore year.

The subject matter of the freshman and sophomore year is developed from a historical perspective and focuses on the scope, structure, and history of military power with an emphasis on the development of air power. During the junior and senior years, the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a one-and-a-half-hour Leadership Laboratory each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab uses a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers two-, two-and-a-half, three-, and three-and-a-half-year scholarships on a competitive basis to qualified applicants. All scholarships cover tuition, lab fees, a flat rate allowance for books, plus \$100 tax-free monthly stipend. All members of the POC, regardless of scholarship status, receive the \$100 tax-free monthly stipend.

All Navy ROTC students must enroll in Naval Science 101: Naval Orientation and 102: Naval Ship Systems I in the freshman year, in Naval Science 201: Naval Ship Systems II and 202: Sea Power and Maritime Affairs in the sophomore year, and in Naval Science 301: Navigation, 302: Naval Operations, 401: Naval Resource Management I, and 402: Naval Resource Management II in subsequent years. Those

desiring commissions in the U. S. Marine Corps must enroll in Naval Science 303: Evolution of Warfare and 404: Amphibious Warfare, but are not required to take 301, 302, 401, or 402.

NROTC Scholarship Program students must complete work in calculus, physics, science electives, political science, and languages. Students should check with their naval science instructors to determine which courses fulfill these requirements. In addition, all naval science students are required to attend a two-hour, non-credit Naval Professional Laboratory where military drill, physical fitness, and leadership are emphasized.

Degree credit allowed towards the Bryn Mawr A.B. for AFROTC or NROTC courses is determined on an individual basis. For further information about the AFROTC cross-enrollment program, scholarships, and career opportunities, contact the Professor of Aerospace Studies, AFROTC Det 750, St. Joseph's University, Philadelphia, PA 19131, (215) 660-1190. For further information about the NROTC cross-enrollment program, scholarships, and career opportunities, contact Captain Russell K. Schulz, USN, Director of the Naval Officer Education Program, University of Pennsylvania, Department of Naval Science, 417 Hollenback Center, 3000 South Street, Philadelphia, PA 19104-6399. Interested students should also consult their dean.

Summer Programs in Languages

Institut d'Etudes Françaises d'Avignon: Bryn Mawr College offers a summer program of intensive work in significant aspects of French culture. The program is open to male and female students from other colleges and from Bryn Mawr. Some of the courses carry graduate credit. The *Institut* director and faculty members are French professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure, and the facilities of the Médiathèque Ceccano are available to the group. Students live with families in Avignon. Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Professor Guggenheim of the Department of French.

Centro de Estudios Hispánicos en Madrid: Under the auspices of the Department of Spanish, Bryn Mawr offers to qualified graduate and undergraduate students, men and women, a six-week summer program of study in the Spanish language, literature, culture, art, and social sciences. Established in 1965, our program integrates academic study and direct experience of Hispanic culture through a unique combination of course work, study excursions, tutorials, and independent work. With limited enrollment in all classes, students are assured of individual attention from the professors and advisers. The faculty of the *Centro* is composed of professors from Latin America, Spain, and the United States. Applicants must have completed the equivalent of two years of college-level Spanish. The *Centro* offers four levels of instruction, adapted to the different needs of graduate and undergraduate students. In recent summers, offerings have included: LEVEL I ("El español de hoy," "Sociedad y política en España," "Introducción al análisis literario"); LEVEL II ("Conversación [nivel avanzado]," "Historia de Hispanoamérica," "La economía de la Comunidad Europea"); LEVEL III ("Composición [nivel superior]," "La estructura narrativa"); LEVEL IV ("La ficción en el teatro y el cine"). A limited number of scholarships are

available each year. For information, see Enrique Sacerio-Gari, associate professor of Spanish and director of the *Centro*. The *Centro* was made possible by a grant from the Henry L. and Grace Doherty Charitable Foundation of New York.

The College also participates in summer programs in Florence, Italy (jointly sponsored with the University of Pennsylvania), and with the American Council of Teachers of Russian (A.C.T.R.) programs in Moscow and St. Petersburg, Russia. For further information, students should consult the Department of Italian about the Florence program and the Department of Russian about the A.C.T.R. programs.

The Junior Year Abroad

Qualified students may apply for admission to Junior Year Abroad programs or foreign universities for study abroad that have the approval of their major departments and their dean. Applicants must have strong academic records and must give evidence of competence in the language of the country in which they plan to study. At least two years of study at the college level are necessary to provide adequate language preparation for study in non-English speaking countries.

Juniors who study abroad are not only those who are language majors; they often include majors across the humanities, the social sciences, and in some cases, the life and physical sciences. In recent years, students have studied in: Australia, Austria, Belgium, Canada, Chile, China, Costa Rica, Denmark, Dominican Republic, Egypt, Finland, France, Germany, Great Britain, Greece, Hungary, India, Indonesia, Ireland, Israel, Italy, Japan, Kenya, Mexico, Russia, South Africa, Spain, Switzerland, Taiwan, Tanzania, Thailand, Turkey, and Yugoslavia. All students who plan to study abroad should consult Alison Noyes, director of international advising, for information about program approval, and their dean and the chairman of their major department to arrange for transfer credit and to be sure that their work is coordinated with the general plan for the major subject.

Some financial aid is available to support study abroad. Students should consult their dean for further information and for instructions on the application process.

The Intercollegiate Center for Classical Studies in Rome: The center is maintained by a cooperating group of colleges and universities, of which Bryn Mawr is a member. Students majoring in Latin, Greek, or archaeology who meet the center's entrance requirements may apply for admission for one or both semesters of the junior year. The center's curriculum includes courses in Greek and Latin literature, ancient history, and archaeology, and provides for the study of Italian.



AREAS OF STUDY 1992-93

Key to Course Numbers

- 001-099 elementary and intermediate courses. With the exception of Greek 001 and Russian 001, these courses are not part of the work in the major.
- 100-199 first-year courses
- 200-299 second-year courses
- 300-399 advanced courses in the major
- 400-499 special categories of work (e.g., 403 for a unit of supervised work)

Some of the courses listed together (e.g., French 001, 002) are full-year courses. Students must complete the second semester of a full-year course in order to receive credit for both semesters. Exceptions to this rule must be approved by the professor. *Credit is never given for one semester of an elementary language course.* Full-year courses are indicated by the phrase "both semesters are required for credit" in the course description.

Other courses listed together (e.g., History 111, 112) are designed as two-semester sequences, but students receive credit for completing either semester without the other.

A semester course carries one unit of credit and is the equivalent of four semester hours or six quarter hours. Some courses carry one-half unit each semester; students should check the course guide for unit listing.

Selected Haverford College courses are listed in this catalogue when applicable to Bryn Mawr programs. Consult the Haverford College catalogue for full course descriptions. Students should consult their dean or major adviser for information about Swarthmore College, University of Pennsylvania, and Villanova University courses pertinent to their studies. Catalogues and course guides for Swarthmore College, the University of Pennsylvania, and Villanova University are available in the Dean's Office.

Listed in each department are courses which have been offered in the last four years, most of them on a regular basis. For the most up-to-date information on courses, times of offerings, and instructors, students should consult the Bryn Mawr-Haverford Course Guide, which is published at the time of pre-registration for the following semester. Each course description includes information about prerequisites. In parentheses following the description are: the name of the instructor or instructors; the College requirements the course meets, if any; and information on cross listing.

Key to Phrases Describing Requirements

Math Readiness: indicates that the course has as a prerequisite the level of preparation in mathematics demonstrated by passing part 0 of the Bryn Mawr College diagnostic test in math or by a score of at least 620 on the math SAT.

Quantitative Skills: indicates courses that meet the requirement for work in mathematics or Quantitative Skills.

Division I: indicates courses that meet part of the divisional requirement for work in social science.

Division III: indicates courses that meet the laboratory science part of

the divisional requirement for work in the natural sciences and mathematics.

Division II: indicates courses that meet part of the divisional requirement for work in natural sciences or mathematics, but not the laboratory science part of the Division II requirement.

Division III: indicates courses that meet part of the divisional requirement for work in the humanities.

Departmental and Interdepartmental Majors

ANTHROPOLOGY

Professors:

Jane C. Goodale, Ph.D. *Major Adviser*

Philip L. Kilbride, Ph.D.

Carol P. MacCormack, Ph.D., *Katharine E. McBride Visiting Professor*

Judith R. Shapiro, Ph.D., *Provost*

Associate Professor:

Richard S. Davis, Ph.D., *Chairman*

Assistant Professor:

Mary K. Des Chené, Ph.D.

Lecturer:

Janet Monge, Ph.D.

The department has two objectives. The first is to introduce the liberal arts student to the discipline of anthropology: its aims, methods, theories, and contributions to an understanding of the nature of human culture and society; the second is to provide the student majoring in anthropology, in addition to the above, a firm understanding of the basic concepts and history of the discipline through examination of theoretical works and intensive studies in the ethnography and prehistory of several world areas. Laboratory experience is provided in a number of courses.

Requirements in the major subject are 101, 102, 303, 398, 399; one of the following ethnographic area courses: 211, 241 (at Haverford), 250, 253, 262; four additional courses from any of the topical, archaeological, ethnographic area, or linguistics offerings above, or any advanced topical course in anthropology, subject to the approval of the major adviser.

Qualified students may do departmental honors in their senior year. Units of independent work may be taken with the approval of the

instructor in the department. Students may also take a combined A.B.-M.A. degree in anthropology.

Requirements for a minor in anthropology are 101, 102, 303; one of the following topical core courses: 201, 202, 205 (at Haverford); any one course in anthropological archaeology, linguistic anthropology, or a course especially linked to the student's major (for example, psychological anthropology for a psychology major); one ethnographic area course or a topical course with a heavy emphasis on ethnographic materials.

Students may elect to do part of their work away from Bryn Mawr. Courses that must be taken at Bryn Mawr include 101, 102; the 200-level topical core courses; 303, 398, and 399.

101, 102. Introduction to Anthropology The place of humans in nature, human evolution, and the history of culture to the rise of early civilizations in the Old and New Worlds; forms of culture and society among contemporary peoples. (staff, Division I)

106. Sex, Culture, and Society Introduction to the anthropological study of sex differences; the social roles of women and men and the cultural meanings of gender in a range of different societies. Theoretical perspectives on similarities and differences in gender patterning are examined. (Goodale, Division I)

201. Philosophy of Social Science: Introduction to Cultural Analysis The historical study of theoretical approaches within anthropology which have systematically applied the culture concept. Evolutionary, psycho-cultural, ecological, and symbolic paradigms are emphasized. Prerequisite: Anthropology 102 or permission of instructor. (Kilbride, Krausz, Division I; cross listed as Philosophy 210)

202. Introduction to Social Organization An introduction to basic concepts and methods in the study of social organization and social classification. Major ethnographic and theoretical contributions in social anthropology are examined. Prerequisite: Anthropology 102 or permission of instructor. (Goodale, MacCormack, Division I)

206. Conflict and Conflict Management: A Cross-Cultural Approach Differences among societies in the level of internal and external conflict and in methods of settling disputes. Explanations for conflict in and among traditional societies are considered as ways of understanding political conflict and dispute settlement in the United States and other contemporary settings. (Ross, Division I; cross listed as Political Science 206)

208. Human Biology A traditional focus in physical anthropology, human biology encompasses an overview of how humans, as individuals and populations, are similar and different in their biology and how this can be studied and understood. We consider the relationships between human populations and their environment, integrating aspects of human physiology, demographic ecology, and human genetics, both at the molecular and population levels. Prerequisite: Anthropology 101 or permission of instructor. (Monge, Division I)

209. Human Evolution The position of humans among the primates, processes of biocultural evolution; the fossil record and contemporary

distributions of varieties of humans. Prerequisite: Anthropology 101 or permission of instructor. (Monge)

210. Medical Anthropology A cross-cultural analysis of the relationship of culture and health focusing on anthropology and clinical practice, anthropology and American health care, and anthropology and the control of tropical diseases, emphasizing a third world orientation. Prerequisite: Anthropology 102 or permission of instructor. (MacCormack, Division I)

211. African American Culture and Community An examination of the social development and functioning of the African American community, a unique pattern of experiences in American society. Topics include African heritage, slavery, Reconstruction, urbanization, changing family and community organization, the struggle for civil rights, and cultural developments. (Kilbride, Washington, Division I; cross listed as Sociology and Growth and Structure of Cities 211)

220. Archaeological Methods of Analysis An examination of techniques and theories archaeologists use to transform archaeological data into statements about patterns of prehistoric cultural behavior, adaptation, and culture change. Theory development, hypothesis formulation, gathering of archaeological data and their interpretation and evaluation are discussed and illustrated by examples; theoretical debates current in American archaeology are reviewed; and the place of archaeology in the general field of anthropology is discussed. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

225. Old World Prehistory A study of the Paleolithic archaeological record from Europe, Asia, and Africa, focusing on the dynamics of cultural evolution; cultural and natural transformations leading to the Neolithic Revolution are also examined. Laboratory work with prehistoric materials is included. Prerequisite: Anthropology 101 or permission of instructor. (Davis, Division I)

236. Evolution The development of evolutionary thought, generally regarded as the most profound scientific event of the nineteenth century, its foundations in biology and geology, and the extent of its implications to many disciplines. Emphasis on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. (Davis, Gardiner, Saunders, Schull, Yarczower; cross listed as Biology, Geology, and Psychology 236)

240. Traditional and Pre-Industrial Technology An examination of several traditional technologies, including chipped and ground stone, ceramics, textiles, metallurgy (bronze), simple machines, and energy production; emphasizing the physical properties of various materials, production processes and cultural contexts both ancient and modern. Weekly laboratory on the production of finished artifacts in the various technologies studied. Prerequisite: permission of instructor. (Davis, Division I)

245. Technology Transfer in Developing Countries A study of the significance of technology transfer in the development process, empha-

sizing the role of technology in economic and social change, 'appropriate' technology as locally understood, and the interaction of economic and cultural factors. Topics include birth control technology, mass media, mass production, and multi-national corporations; case studies from Africa and East Asia. (Kilbride, Division I)

250. Oceania: Topics in Melanesian Ethnography An intensive study of selected Melanesian cultures and societies emphasizing politics, law, economics, sex roles and identities, magic, religion, cultural dynamics, modernization, and contemporary political development. Prerequisite: Anthropology 102 or permission of instructor. (Goodale, Division I)

253. Africa: Sub-Saharan Ethnology A study of selected sub-Saharan societies and cultures, illustrating problems in ethnography. Prerequisite: Anthropology 201, 202, or 205 (at Haverford), or permission of instructor. (Kilbride, Division I)

262. Ethnography of South Asia An introduction to the cultural complexity of South Asia through the intensive study of selected areas and topics. India and Nepal are the primary geographical foci, but the course may include material on other South Asian countries and diaspora communities. Topics include some of the following: caste, domestic economics, religion, gender, expressive arts, nationalism, separatist movements, colonialism, and the politics of development. Prerequisite: Anthropology 102 or permission of instructor. (Des Chene, Division I)

303. History of Cultural Theory The major theoretical trends in social and cultural anthropology, including evolutionism, historical particularism, functionalism, structuralism, and symbolic anthropology. The relationship of anthropology to the other social sciences is explored; the significance of the culture concept and anthropology's dual goals of description and explanation is emphasized. Prerequisites: Anthropology 201, 202, or 205 (at Haverford), and at least one additional anthropology course at the 200 or 300 level. (Des Chene)

308. Methods and Techniques of Pottery Analysis Pottery as a fundamental means of establishing the relative chronology of ancient Near Eastern sites and of understanding past human behavior on these sites. The course introduces theories, methods and techniques of pottery description, analysis, and interpretation. Topics include pottery typology and seriation, ceramic characterization studies; pottery production, function and exchange, and the use of computers in pottery analysis. Laboratory work on pottery from Tell el-Hayyat, a Bronze Age site in Transjordan, is included. Prerequisites: one 200- or 300-level archaeology course. (Magness-Gardiner; cross listed as Classical and Near Eastern Archaeology 308)

309. Origins of Civilization and the State The archaeological evidence and theoretical explanations for the emergence and development of complex societies in the New and Old Worlds; emphasizing the archaeological records of Mesopotamia and Mesoamerica, also including Egypt, the Indus Valley, North China, and Peru. Alternative theories of state formation are reviewed. (Davis, Ellis; cross listed as Classical and Near Eastern Archaeology 309)

313. Linguistic Anthropology An investigation into the semiotic, social, and cultural characteristics of language. Descriptive material drawn from a number of different societies is combined with core theoretical texts in modern structural linguistics, anthropological language and culture studies, and sociolinguistics. Prerequisite: at least one course in either anthropology or linguistics or permission of instructor. (Des Chene)

315. Chinese Language in Society An introduction to the basic principles of social linguistics through the study of a single, albeit very complex, case. Topics include linguistic diversity in China and the importance of the national language, special characteristics of the Chinese written language, "Whorfian" views on the impact of the structure of the language on Chinese thought, and thought reform and political rhetoric in post-revolutionary China. (staff)

340. Psychological Anthropology Approaches to an understanding of culture through study of cultural factors in the development of human personalities and individual experiences in different socio-cultural settings. Prerequisite: a 200-level anthropology course or permission of instructor. (Kilbride)

351. Gender, Class, and Culture An analysis of a selected anthropological body of literature on work, sex roles, and the world system, with the purpose of deciphering the socio-political process through which gender, class, and cultural dynamics are interconnected. We explore the relationship between capitalist development and the unprivileged position of women, workers, and certain ethnics, and examine the theoretical concepts provided by feminists, feminist-marxists, and other social investigators, with reference to specific ethnographic studies. Prerequisite: a 200-level anthropology course, or the consent of the instructor. (staff)

358. Anthropology/Biology of Gender Differentiation An intensive examination of issues in gender differentiation in human populations and cultures. We will try to find some answers, or perhaps new questions, concerning the age-old question of whether "nature and/or nurture" is to account for all or some factors of gender differentiation. Prerequisite: anthropology or biology major, or permission of instructor. (Goodale, Hollyday; cross listed as Biology 358)

398, 399. Senior Conferences The topic of each seminar is determined in advance in discussion with students. Sections normally run through the entire year and have an emphasis on field research and analysis. Class discussions of work in progress and oral and written presentations of the analysis and results of research form the basis of evaluation for the year. Seminars are: Ethnographic Methodology, Archaeological Methodology. (staff)

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

Haverford College offers the following courses in anthropology:

- 105. Oedipus Complex
- 106. Shamanism and Schizophrenia
- 205. Social Anthropology
- 210. Anthropology of Art
- 221. The Primate Origins of Society
- 231. Anthropology and the Disenchantment of the World
- 241. The Anthropology of the Mediterranean Area
- 255. Anthropology of Religion
- 355. History, Theory, and Method in Social Anthropology
- 357. Political Anthropology
- 358. Economic Anthropology

ASTRONOMY

At Haverford College

Professors:

Stephen P. Boughn, Ph.D., *Chairman and Major Adviser*

Louis C. Green, Ph.D., *Emeritus*

R. Bruce Partridge, D.Phil., *Provost of Haverford College*

Visiting Assistant Professor:

Jonathan Marr, Ph.D.

The objective of a major in astronomy is to study the phenomena of the extraterrestrial universe and to understand them in terms of the fundamental principles of physics.

Requirements in the major subject are Astronomy 204b; Astronomy 305a; three additional 300-level astronomy courses, one of which may be replaced by an upper-level physics course; one 400-level astronomy course which may be replaced by an upper-level physics course; and three written three-hour comprehensive examinations. Prerequisites are Physics 105b, Physics 115a, and Physics 214b. Two 200-level mathematics courses are also required. Bryn Mawr equivalents may be substituted for the non-astronomy courses.

101a. Astronomical Ideas Fundamental concepts and observations of modern astronomy, such as the motions and surface properties of the planets, the birth and death of stars, and the properties and evolution of the universe. Not intended for students majoring in the natural sciences. (Marr)

102b. Astrophysics of the '90s One or more of the following recent advances in astronomy is studied: cosmology (past, present, and future properties of the universe as a whole), general relativity (the geometry of space-time, black holes, and gravitational waves), high energy astrophysics.

ics (pulsars, radio galaxies, and quasars), and the search for extraterrestrial life. Astronomy 101a is recommended, but not required. (staff)

204b. Astrophysics I: Introduction to Astrophysics A survey of modern astrophysics: electromagnetic radiation, gravity, planets, stars, galaxies, interstellar matter, and cosmology. Some observational work is required. Prerequisites: Physics 105b and 115a, Mathematics 114b or equivalent. (Boughn, Division II)

305a. Astrophysics II: Galactic Dynamics, the Interstellar Medium, and Stellar Structure and Evolution The purpose of this course is to study stars and their environments. About two-thirds of the course is devoted to the theory of the structure of stellar interiors and atmospheres and the theory of stellar evolution and the remaining one-third covers Galactic dynamics and the interstellar medium. A solar observing project is required. Prerequisites: Astronomy 204b and Physics 214b. (Boughn)

313c. Observational Optical Astronomy This is a one credit, full year course. The course consists of six observing projects (three each semester) which primarily involve using the CCD camera on both a 10" refractor and a solar celostat. Data are reduced on both the Macintosh IICI, the computer which operates the camera, and the DecStation 5000 workstation. Projects include solar spectroscopy (magnetic field measurements, elemental abundances, and helioseismology); variable star photometry; H-alpha imaging; imaging and photometry of galaxies; star cluster photometry. Instruction in the use of image processing software and CCD camera operation. Students work in groups of two with minimal faculty supervision. Formal reports are required. Prerequisite: Astronomy 204b. (Boughn)

320b. Cosmology and Extragalactic Astronomy The theory of the origin, evolution, and large-scale structure of the universe (big bang theory). Review of the relevant observational evidence. A study of remote galaxies, radio sources, quasars, and intergalactic space. Prerequisites: Astronomy 204b and 305a. (staff)

322b. Non-optical Astronomy Introduction to the basic techniques of radio astronomy, including aperture synthesis and the various mechanisms that give rise to line and continuum emission at radio wavelengths. Some discussion of other non-optical astronomy (including X-ray, neutrino, cosmic-ray, gravitational wave, infrared, and ultraviolet). Prerequisites: Astronomy 204b and 305a. (Marr)

440a, b. Research in Astrophysics This course is intended for those students who choose to complete an independent research project in astrophysics under the supervision of a faculty member. Prerequisites: Astronomy 204b and 305a. (staff)

480a, b. Independent Study Intended for students who want to pursue some topic of study that is not currently offered in the curriculum. In order to enroll, a student must have a faculty sponsor. Prerequisites: Astronomy 204b and 305a. (staff)

BIOLOGY

Professors:

Paul Grobstein, Ph.D., *Eleanor A. Bliss Professor and Chairman*,
(on part-time leave, 1992-93)
Anthony R. Kaney, Ph.D., *Acting Chairman*, 1992-93

Professor of Biology and Psychology:

Margaret A. Hollyday, Ph.D., (on leave, 1992-93)

Associate Professors:

Karen F. Greif, Ph.D. *Major Adviser*
David J. Prescott, Ph.D.

Assistant Professor:

Peter D. Brodfuehrer, Ph.D.

Lecturer and Laboratory Coordinator:

Stephen L. Gardiner, Ph.D.

The goals of the department are to introduce students to major concepts and issues in contemporary biology and to provide the opportunity for majors to learn, both by course work and independent research, the methods by which scientific knowledge is gained. Introductory courses are aimed at exposure to major areas of biology and to the experimental approaches by which we gain insight into function of cells and organisms, hereditary mechanisms, developmental processes, behavior, and evolution. Advanced courses examine important disciplines in greater detail by experimentation and readings of primary literature. A thesis, based on either one semester of library research or two semesters of laboratory research, investigates a single issue in depth, requiring synthesis of both hypotheses and experimental data.

Major requirements are Biology 101, 102 or equivalent (advanced placement or exemption by permission of the department of one or both semesters); two of the following six courses, including at least one of the first two: Biology 201, 271, 202, 210, 220, 236; and two laboratory courses at the 300 level. Courses at a cooperating college, or in another Bryn Mawr department, may be substituted with the permission of the department.

Three additional courses in biology are required. One of the following options must be selected: (1) two seminar courses, plus one semester of supervised library research with thesis; (2) one seminar course, one advanced course, and one semester of supervised library research with thesis; (3) one seminar course and two semesters of supervised laboratory research with thesis. Required courses in other departments are Chemistry 211, 212: Organic Chemistry and Physics 101, 102: Introductory Physics.

Recommended courses in other departments are mathematics, statistics, computer science, physical chemistry, and physiological psychology, depending on area of specialization. To encourage students majoring in biology to acquire background in mathematics, physics, or chemistry, for specialization in mathematical biology, biophysics, or

biochemistry, the total number of biology courses required may, with departmental permission, be reduced.

The Department of Biology participates with other departments in offering courses in neural and behavioral sciences. An interdepartmental concentration in neural and behavioral sciences is available as an option to students majoring in either biology or psychology. Students electing this option must fulfill partially overlapping requirements of both the major and the concentration, which is administered by an interdepartmental committee. To do this, biology students should, with their adviser, plan a course program which includes Biology 202 and 304, introductory psychology, and at least one additional behavioral science course taken outside the department.

Honors can be achieved in two ways: By maintaining a course average of 3.7 in the major and required allied subjects or by maintaining a grade point average of 3.2 in the major and required subjects and a grade of 4.0 for laboratory research and a paper based on the research. Selection for honors is made by the biology faculty.

All students are encouraged to undertake supervised research for one year. Those interested must speak with members of the faculty about the availability of projects. Each student normally carries out two semesters of research and writes a thesis based on the work. A number of summer awards are available for outstanding students who wish to begin their research the summer before their senior year. In special cases, research may be carried out at other institutions, with the approval of the department.

A minor in biology consists of six one-semester courses in biology. Courses in other departments may be substituted with departmental approval.

The department offers a certification program in secondary teacher education. For more information, see the description of Teacher Education in this catalogue.

101. Biology: Basic Concepts An introduction to the major concepts in biology including the chemical basis of life, cell theory, energetics, genetics, development, physiology, behavior, homeostasis and diversity, and evolution and ecology. Lecture three hours, laboratory three hours a week. (Gardiner, Kaney, Grobstein, Division III)

102. Principles of Biology An examination of the nature of biological systems at a level of detail appropriate for those already familiar with basic concepts of biology as taught in Biology 101. Topics include molecular biology and biochemistry, structure and function of the cell, structure and function of multicellular organisms, development, and population and ecosystems biology. Lecture three hours, laboratory three hours a week. Prerequisites: Biology 101 or permission of instructor. (Gardiner and staff, Division III)

201. Genetics A study of heredity and gene action. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 101, 102 and Chemistry 103, 104. (staff, Division III)

202. Neurobiology and Behavior An introduction to the attempt to understand behavior in terms of the nervous system. A brief overview of fundamental principles of nervous system structure is followed by

Biology

consideration of several topics chosen to illustrate how studies of the nervous system illuminate behavior and studies of behavior contribute to better understanding of the nervous system. Examples cover a wide variety of invertebrate and vertebrate species, including humans. Lecture three hours a week. Prerequisites: Biology 101, 102 or permission of instructor. (Grobstein, Division II)

210. Biology and Public Policy A lecture/discussion course on major issues and advances in biology and their implications for public policy decisions. Topics to be discussed include reproductive technologies, genetic screening and gene therapy, environmental health hazards, and euthanasia and organ transplantation. Readings include scientific articles, public policy and ethical considerations, and lay publications. Lecture three hours a week. Prerequisite: one semester of introductory biology or equivalent, or permission of the instructor. (Greif)

220. Ecology An introduction to the study of the relationships and interdependencies that influence the distribution, abundance, and character of organisms and communities of organisms. Lecture three hours a week. Prerequisite: introductory biology. (staff)

236. Evolution The development of evolutionary thought, generally regarded as the most profound scientific event of the nineteenth century, its foundations in biology and geology, and the extent of its implications to many disciplines. Emphasis on the nature of evolution in terms of process, product, patterns, historical development of the theory, and its applications to interpretations of organic history. Lecture three hours a week. Prerequisite: A 100-level science course or permission of instructors. (Gardiner, Saunders, Davis, Schull, Yarczower; cross listed as Anthropology, Geology, and Psychology 236)

271. Developmental Biology An introduction to embryology and developmental biology. Topics include gametogenesis, induction and determination, morphogenetic movements, organogenesis, pattern formation, regulation of gene expression, sex determination, and neural and behavioral development. Basic developmental problems are illustrated by consideration of observations on a wide range of organisms. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 101, 102 or permission of instructor. (Hollyday, Division III)

301. Organismal Biology: Vertebrate Structure A comparative study of major organ systems in different vertebrates. Similarities and differences are considered in relation to organ system function as well as in connection with evolutionary relationships among vertebrate classes. Laboratories include dissection, demonstrations, films, and an introduction to histological technique. Two three-hour lecture/laboratories a week. Prerequisites: Biology 101, 102 or equivalent, one 200-level biology course, and permission of the instructor. (Gardiner)

303. Animal Physiology An introduction to the study of animal function. Physical and chemical processes in tissues, organs, and organ systems which form the basis of the function of the organism. Homeostasis, control systems, and the structural bases of function are emphasized. Lecture three hours, laboratory four hours a week. Prerequisites:

Biology 101, 102, Physics 101, 102, Chemistry 103, 104, or permission of instructor. (Brodfuehrer)

304. Nervous System Structure and Function A comprehensive introduction to the structure and function of the nervous system. Basic cellular processes, mechanisms of interaction between cells, and principles of organization of the complex assemblies of cells displayed in the vertebrate brain are considered in lectures and laboratory exercises. The latter also provide an introduction to neurophysiological and neuroanatomical methods. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 101, 102, 202, and Chemistry 103, 104. (Hollyday, Brodfuehrer, Grobstein)

305. Neurobiology and Behavior: Advanced Topics A seminar course on current issues in neurobiology and behavior. Discussion is based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 202 or permission of instructor. (Grobstein)

307. Nervous System Structure: Advanced Topics A seminar course on current issues in the analysis of nervous system structure. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 304. (Hollyday)

322. Neurochemistry A seminar course on selected topics concerning the nervous system, stressing chemical and biochemical approaches. Topics include the composition and function of myelin in central versus peripheral nervous system; the chemistry and biology of nerve growth factor, neurotransmitter metabolism and interactions with receptors, roles of other neuromodulators and receptors in neural function. Prerequisites: Biology 341 or 342 and permission of instructor. (Prescott)

336. Evolutionary Biology: Advanced Topics A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 236 or permission of instructor. (Gardiner, Saunders, staff; cross listed as Geology 336)

340. Cell Biology A lecture course with laboratory emphasizing current knowledge in cell biology. Among topics discussed are cell membranes, cell surface specializations, cell motility and the cytoskeleton, regulation of cell activity, energy generation, and protein synthesis. Laboratory experiments are focused on studies of cell structure, making use of techniques in cell culture, immunocytochemistry, and electron microscopy. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 or 271; Chemistry 211, 212 (may be taken concurrently); or permission of instructor. One semester of biochemistry is recommended. (Greif)

341. Introduction to Biochemistry The structure, chemistry, and function of amino acids, proteins, lipids, polysaccharides, and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids, and amino acids and the control of various pathways; protein synthesis.

Lecture three hours, laboratory five hours a week. Prerequisite: Chemistry 212. (Prescott, White; cross listed as Chemistry 341)

342. Topics in Biochemistry Physical biochemistry of proteins and nucleic acids; protein-small molecule interactions; allosteric effects; enzyme mechanisms; photosynthesis; biological membranes. Lecture three hours a week. Prerequisites: Biology/Chemistry 341 or 343, corequisite Chemistry 222. (White; cross listed as Chemistry 342)

343. Introduction to Biochemistry The structure, chemistry, and function of amino acids, proteins, lipids, polysaccharides, and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids, and amino acids and the control of various pathways; protein synthesis. Lecture three hours, library project. Prerequisite: Chemistry 212. (Prescott, White; cross listed as Chemistry 343)

345. Advanced Biochemistry: Receptors A seminar course dealing with the chemistry of receptors and the processes they mediate. Prerequisites: Biology 341, 342. (Prescott)

355. Genetic Analysis of Behavior A seminar course on work from the current literature dealing with genetic control of behavior. Prerequisites: Biology 201, Chemistry 211, 212, or permission of instructor. (Kaney)

356. Genetic Analysis of Development A seminar course on work from the current literature dealing with the genetic control of development. Prerequisites: Biology 201, Chemistry 211, 212, or permission of instructor. (Kaney)

358. Anthropology/Biology of Gender Differentiation This course will examine intensively a number of issues in gender differentiation in human populations and cultures, on which recent biological and anthropological research has focused. Thus this seminar will raise and try to find some answers, or perhaps new questions, concerning the age-old question of whether "nature and/or nurture" is to account for all or some factors of gender differentiation. Lecture three hours a week. Prerequisites: Biology or anthropology major, or permission of instructor; for biology major Biology 101, 102 and at least one 200-level course. (Hollyday, Goodale; cross listed as Anthropology 358)

359. Topics in Cell Biology A seminar course on current issues in cell biology. Discussions based on readings from the current literature. Topics vary from year to year. One two-hour discussion a week. Prerequisites: Biology 340 and 341 or 342, and permission of instructor. (Greif)

364. Developmental Neurobiology A seminar course on major topics in developmental neurobiology. Topics include cell migration, cell death, cell-cell recognition, axon guidance, and synapse formation. Readings from the current literature are emphasized. Prerequisites: Biology 201 or 271; Chemistry 211, 212, and permission of instructor. (Greif)

365. Neurobiology and Behavior: Developmental Issues A seminar course on current issues in neural and behavioral development. Discussion based on readings from the primary literature. One three-hour discussion a week. Prerequisites: Biology 202 and 271 (Biology 364 is

desirable), or permission of instructor. To be taught alternating years with Biology 366. (Grobstein)

366. Theories of Biological Organization A seminar course in which the relations among sets of observations in different areas of biological investigation will be explored in an effort to determine whether it is possible to make useful generalizations about the organization of living systems. An increasing similarity in the forms of questions and hypotheses in such diverse areas as neurobiology, developmental biology, immunology, and evolutionary biology suggest that such generalizations may be emerging, relating in part to commonalities in processes of information acquisition and storage. Discussion will be based on readings in several relevant fields as well as of recent and classical monographs in theoretical biology. One three-hour discussion a week. Prerequisites: two courses in biology at the 200 level or above; permission of instructor. To be taught alternating years with Biology 365. (Grobstein)

367. Computational Models of Biological Organization The organization of living systems in general reflects a web of interactions among large numbers of diverse elements. In recent years, it has become possible to develop intuitions and gain insights into such organization by using computers to explore the properties which emerge from various kinds of interactions among various elements. In this course, students are introduced to some existing computer based simulations of living systems, and use them to further develop their own insights into biological organization. One three-hour laboratory session a week with an expectation of at least three additional hours a week on the computer. Prerequisites: prior biology coursework above the introductory level; permission of instructor. (Grobstein)

371. Developmental Biology: Advanced Topics A seminar course on current issues in developmental biology. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Biology 271 or permission of instructor. (Hollyday)

372. Molecular Biology A study at the molecular level of the mechanisms and regulation of information transfer in biological systems. The experimental approach of using a combination of genetic analysis and the development of *in vitro* systems for the elucidation of this process is examined in detail. The laboratory exercises emphasize recombinant DNA technology and its applications. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 201 and 341 or 343, and Chemistry 211 and 212. (Prescott, Kaney)

380. Topics in Cellular and Organismal Physiology A seminar course on current issues in cellular and organismal physiology. Discussion based on readings from primary literature. One three-hour discussion a week. Prerequisites: Biology 202, and either Biology 303 or 304, or permission of the instructor. (Brodfehrer)

403. Supervised Laboratory Research in Biology Laboratory research under the supervision of a member of the department. Prerequisite: permission of instructor. (staff)

Chemistry

405. Supervised Library Research in Biology Library research under the supervision of a member of the department. Prerequisite: permission of instructor. (staff)

Courses which may be offered by current faculty, as student interest and circumstances permit:

204. Histology

302. Systems and Comparative Physiology

329. Elements of Mathematical Biology

Graduate seminars in the Department of Biology are open to qualified undergraduates with the permission of the department.

Haverford College offers the following courses in biology, some of which are half-semester courses:

200. Cell Structure and Function

300a. Laboratory in Electron Microscopy and Immunology

300b. Laboratory in Molecular Biology of Proteins and Nucleic Acids

301. Cell Biology I: Molecular and Cellular Genetics

303. Cell Biology II: Structure and Function of Macromolecules

304. Cell Biology III: Metabolic Biochemistry and Biosynthesis of Macromolecules

306. Cell Biology V: Intra and Intercellular Signalling

351. The Cytoskeleton and Cell Motility

353. The Biosynthesis of Organelles

354. Molecular Virology

355. Fundamentals of Immunology

359. Molecular and Cellular Aspects of Pattern Formation

400. Senior Research Tutorial in Covalent Interactions Between Protein Molecules

401. Senior Research Tutorial in Molecular Biology

402. Senior Research Tutorial in Gene Action

403. Senior Research Tutorial in Developmental Genetics

404. Senior Research Tutorial in Regulation of Gene Expression

405. Senior Research Tutorial in Gene Expression

406. Senior Research Tutorial in Cellular Immunology

CHEMISTRY

Professors:

Frank B. Mallory, Ph.D., *W. Alton Jones Professor*

Charles S. Swindell, Ph.D., *Chairman*

Associate Professors:

Sharon J. Nieter Burgmayer, Ph.D.

Michelle M. Francl, Ph.D., (on leave, 1992-93)

Joseph Varimbi, Ph.D.

Bryn Mawr College

Assistant Professor:
Susan A. White, Ph.D.

Lecturer:
Lisa E. Chirlian, Ph.D.

Laboratory Lecturers:
Krynn DeArman Lukacs, Ph.D., *Major Adviser*
Maryellen Nerz-Stormes, Ph.D.

The undergraduate course program in chemistry is designed to give students a sound background in both theoretical and practical aspects of four main fields: organic chemistry, physical chemistry, inorganic chemistry, and biological chemistry. Laboratory work is emphasized to provide students with modern training in experimental skills and analytical techniques. The core program, consisting of courses at the 100 level and 200 level, covers fundamental principles of chemistry. This core program provides the basis for advanced work at the 300 level and 400 level, in which students encounter contemporary problems in chemistry and the progress that is being made toward solving them.

The requirements for a major in chemistry include the following ten courses (or their equivalents): Chemistry 103 (or 101), 104, 211, 212, 221, 222, 231, 242, and any two courses selected from among Chemistry 302, 311, 312, 321, 332, 341, 342, 343, or any chemistry course at the 500 level. Other required courses are Mathematics 101, 102, and 201, and Physics 107 and 122 (or their equivalents). All A.B. recipients who complete this program are certified by the American Chemical Society as having met that society's high standards for an undergraduate degree in chemistry.

Majors are encouraged to take additional 300-level (or 500-level) courses and 400-level research in chemistry beyond the requirements of the standard program. Additional courses in mathematics and a reading knowledge of German can be valuable for work in chemistry past the undergraduate level.

A typical schedule for the standard chemistry major involves taking Chemistry 103 (or 101) and Chemistry 104 in the freshman year, Chemistry 211 and 212 and Physics 107 and 122 in the sophomore year, Chemistry 221, 222, 231, and 242 in the junior year, and appropriate advanced courses in the senior year. The three required mathematics courses, Mathematics 101, 102, and 201 (or their equivalents), normally should be completed prior to the junior year.

Students may receive an A.B. degree in chemistry with a concentration in biochemistry by fulfilling the requirements for a major in chemistry, including Chemistry 342 as one of the two required advanced courses, and also by completing two semesters of work in biology at or above the 200 level, including some work in genetics.

The A.B. degree with honors in chemistry will be awarded to students who complete the major in chemistry and also meet the following further requirements: two semesters of supervised research in chemistry (Chemistry 403) with a grade of at least 3.3 in each semester; the submission of an acceptable paper describing the results of that research; an additional two semesters of 300-level (or 500-level) work in chemistry (or, with consent of the department, appropriate work at or above the 200 level in related fields) beyond the two advanced courses

required for the standard chemistry major; and a grade point average, calculated at the end of the senior year, of at least 3.4 in all chemistry courses taken.

A student may qualify for a minor in chemistry by completing a total of six courses in chemistry, one of which must be Chemistry 221. Biology 341 may be counted as one of the required six courses. At least two of the six courses must be taken at Bryn Mawr College.

To earn an M.A. degree in chemistry in the College's A.B./M.A. program, a student must complete the requirements for an undergraduate chemistry major and also must complete six units of graduate level work in chemistry. Of these six units, as many as two units may be 300-level undergraduate courses taken for graduate credit (these same two courses may be used to fulfill the major requirements for the A.B. degree), at least two units must be 500-level graduate seminars, and two units must be 700-level graduate research leading to the submission of an acceptable M.A. thesis. Other requirements are the demonstration of skill in computing or in a foreign language, a written final examination covering material in the candidate's special field, and an oral examination.

101. Introduction to Chemistry For students with little previous work in chemistry. Chemistry 101 covers the same topics as Chemistry 103, but with extra class hours to develop fundamental skills. Laboratory identical to Chemistry 103. Lecture five hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Varimbi, Lukacs, Division IIL)

103. General Chemistry For students with some background in chemistry. Section 1 for freshmen only, Section 2 for all other students. The atomic theory of matter; stoichiometry of chemical reactions; properties of gases, liquids, and solids; phase changes; the electronic structure of atoms; chemical bonding; introduction to thermodynamics; the chemistry of representative nonmetallic elements. Lecture three hours, laboratory three hours a week. Prerequisite: math readiness or permission of instructor. (Chirlian, White, Lukacs, Division IIL)

104. General Chemistry A continuation of either Chemistry 103 or Chemistry 101. Section 1 for freshmen only, Section 2 for all other students. Ionic equilibria; introduction to chemical kinetics, electrochemistry, and radiochemistry; the chemistry of representative metallic elements. Lecture three hours, laboratory three hours a week. Prerequisite: Chemistry 103 or 101. (Burgmayer, Varimbi, Lukacs, Division IIL)

211. Organic Chemistry An introduction to the principles of organic chemistry, including synthetic and spectroscopic techniques. Lecture three hours, laboratory lecture one hour, and laboratory five hours a week. Prerequisite: Chemistry 104. (Mallory, Nerz-Stormes, Division IIL)

212. Organic Chemistry A continuation of Chemistry 211. Lecture three hours, laboratory lecture one hour, and laboratory five hours a week. Prerequisite: Chemistry 211. (Swindell, Nerz-Stormes, Division IIL)

221. Physical Chemistry Classical thermodynamics, with application to equilibria and electrochemistry. Lecture three hours, laboratory five hours a week. Prerequisites: Chemistry 104 and Mathematics 102. Corequisites: Chemistry 211, Physics 107 and Mathematics 201. (Varimbi, Division III)

222. Physical Chemistry A continuation of Chemistry 221. Introduction to quantum chemistry and spectroscopy; kinetic theory of gases; chemical kinetics. Lecture three hours, laboratory five hours a week. Prerequisite: Chemistry 221. Corequisite: Chemistry 212 and Physics 122. (Chirlian, Division III)

231. Inorganic Chemistry Atomic structure; bonding theory; structures and properties of ionic solids; symmetry; crystal field theory; structures, spectroscopy, stereochemistry, reactions, and reaction mechanisms of coordination compounds; acid-base concepts; descriptive chemistry of main group elements. Lecture three hours, laboratory five hours a week. Corequisite: Chemistry 221. (Burgmayer, Division III)

242. Biological Chemistry The structure, chemistry, and function of amino acids, proteins, lipids, polysaccharides, and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids, and amino acids, and the control of various pathways; protein synthesis. Lecture three hours, laboratory five hours a week. Prerequisite: Chemistry 212 and 221. Corequisite: Chemistry 222. (White, Prescott, Division III)

302. Chemical Instrumentation Principles and practice of instrumental analysis in chemistry, including various spectroscopic (such as infrared, Raman, electronic absorption, nuclear magnetic resonance, mass, and atomic emission) and electrochemical methods. Lecture one hour, laboratory five hours a week. Prerequisite: Chemistry 222. (Varimbi)

311. Advanced Organic Chemistry Reaction mechanisms and structure-reactivity relationships of synthetically important reactions. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Swindell, Mallory)

312. Advanced Organic Chemistry Principles of physical organic chemistry with emphasis on reaction mechanisms, reactive intermediates, and stereochemistry. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Mallory, Swindell)

321. Advanced Physical Chemistry The application of quantum chemistry to chemical bonding and molecular spectroscopy. Lecture three hours a week. Prerequisites: Chemistry 212 and 222. (Chirlian)

332. Advanced Inorganic Chemistry Group theory with applications to structure, bonding, and spectroscopy in organic, organometallic, and transition metal compounds. Lecture three hours a week. Prerequisite: Chemistry 231. Corequisite: Chemistry 222. (Burgmayer)

341. Introduction to Biochemistry The structure, chemistry, and function of amino acids, proteins, lipids, polysaccharides, and nucleic acids; enzyme kinetics; metabolic relationships of carbohydrates, lipids, and amino acids, and the control of various pathways; protein synthesis.

Lecture three hours, laboratory five hours a week. Prerequisite: Chemistry 212. (Prescott, White)

342. Topics in Biochemistry Physical biochemistry of proteins and nucleic acids; spectroscopic and other techniques for biopolymers; allosteric effects and cooperativity; immunology. Lecture three hours a week. Prerequisite: Chemistry 341 or 343. Corequisite: Chemistry 222. (White)

343. Introduction to Biochemistry Identical to Chemistry 341 except that a library project is required instead of laboratory work. Lecture three hours a week. Prerequisite: Chemistry 212. (Prescott)

403. Supervised Research in Chemistry Many individual research projects are available, each under the supervision of a member of the faculty. Laboratory at least ten hours a week. Prerequisite: permission of faculty supervisor. (Burgmayer, Chirlian, Francl, Mallory, Swindell, White)

Graduate seminars in chemistry are open to qualified undergraduates with the permission of the department.

Haverford College offers the following courses in chemistry:

- 100. General Chemistry I
- 101. General Chemistry II
- 121. Organic Chemistry I
- 205. Advanced General Chemistry
- 206. Physical Chemistry I
- 221. Organic Chemistry II
- 301. Laboratory in Chemical Structure and Reactivity
- 302. Laboratory in Chemical Structure and Reactivity
- 305. Physical Chemistry II
- 310. Topics in Physical and Inorganic Chemistry
- 320. Inorganic Chemistry
- 356. Topics in Biological Chemistry
- 357. Advanced Topics in Organic Chemistry

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Professors:

Richard S. Ellis, Ph.D.

Gloria Ferrari Pinney, Ph.D., *Doreen C. Spitzer Professor and Chairman*

Brunilde S. Ridgway, Ph.D., *Rhys Carpenter Professor*

James C. Wright, Ph.D.

Assistant Professor:

Bonnie Magness-Gardiner, Ph.D.

Lecturer:

Jean MacIntosh Turfa, Ph.D.

The major courses provide an extensive survey of the ancient Mediterranean and Near Eastern civilizations, with emphasis on classical art and archaeology.

Requirements in the major subject are Archaeology 101, 102, and one course in Aegean archaeology (209 or 210); one course in ancient architecture (223, 302, or 324); one course in ancient sculpture (205, 206, or 261); one course in ancient pottery (301 or 308); one course in Egyptian or Near Eastern archaeology (202, 207, 213, 216, or 307); one course in ancient history (221 or History 205, History 207, or History 208); and the Senior Conference (398, 399). All majors are urged to take Greek or another ancient language and to acquire a reading knowledge of French and German.

Requirements for the minor in archaeology are Archaeology 101, 102 plus four courses to be determined in consultation with the department and in accordance with the specific interests of each student.

A year-long research project, culminating in a lengthy paper written under the supervision of a department member, is required to be considered for honors. Honors are granted if the final paper is considered of superior quality (3.3 or above); credit is given for a unit of independent research (403) in case of a lower grade. Students can register by departmental invitation only.

The department has had a series of excavation projects. Three of them, the excavations at Karatas/Semayük and at Gritille in Turkey, and the survey and excavation in the Nemea Valley in Greece, have finished their field work and are now in the phases of analysis and publication of the results. Further field projects in Greece or the Near East are foreseen. There will be opportunities for recent Bryn Mawr graduates and advanced undergraduates to participate in these projects. In addition, students are often able to take part in excavations sponsored by other institutions. Archaeology majors who are interested in excavation are strongly urged to get field experience as soon as possible and to consider attending training programs in the United States or abroad, as well as in the area of their special interests.

Study in Italy, Greece, or other foreign countries during the junior year is desirable if the program is approved by the department, in which case credit is given for elective courses and occasionally for major requirements subject to satisfactory performance by the student. For majors concentrating in classical archaeology, the summer program sponsored by the American School of Classical Studies in Athens is strongly recommended. Instruction in Middle Egyptian and Akkadian can be received at the University of Pennsylvania, with permission of the appropriate instructors and the major adviser.

101. Introduction to Ancient Art I A historical survey of the art of the ancient Near East and Egypt and the prehistoric Aegean. Three hours of class, one hour of informal discussion a week. (Ellis, Division III)

102. Introduction to Ancient Art II A historical survey of the art of Greece, Etruria, and Rome. Three hours of class, one hour of informal discussion a week. (Pinney, Division III)

202. Mesopotamia to 1600 B.C. (Ellis, Division III)

203. Ancient Greek Cities and Sanctuaries A study of the development of the Greek city-states and sanctuaries. (Ridgway, Division III; cross listed as Growth and Structure of Cities 203)

205. Greek Sculpture The development of Greek sculpture to the Hellenistic period. (Ridgway, Division III)

206. Hellenistic and Roman Sculpture From the Hellenistic period to the end of the Roman Empire. (Ridgway, Division III)

209. Aegean Archaeology The prehistoric cultures of the Aegean area concentrating on Minoan Crete, Troy, the Aegean Islands, and Mycenaean Greece. (Wright, Division III)

210. Agricultural Origins and Urbanization in the Prehistoric Aegean The origins of agriculture and urbanization in relation to the rise of early civilizations in the Near East, Egypt, and the Aegean; the course traces the evidence from the Palaeolithic period through the Early Bronze Age, including comparative evidence outside the Aegean. The sub-specialties important to this field, palaeoethnobotany and zoology, lithics, and early pyrotechnologies, are also emphasized. Prerequisites: Archaeology 101 or Anthropology 101. (Wright, Division III; cross listed as Growth and Structure of Cities 210)

213. Archaeology and History of Egypt (Ellis, Division III)

216. Hittite Archaeology (Magness-Gardiner, Division III)

221. History of Ancient Western Asia The history of ancient western Asia from the middle of the fourth millennium B.C. to the rise of the Persian Empire, emphasizing the written and archaeological sources and the extent and limitations of the data. Primary focus on Mesopotamia, Anatolia, and Syria/Palestine. Topics include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. (Ellis, Division III; cross listed as History 221)

223. Ancient Near Eastern Architecture and Cities Building techniques, forms, and functions of structures, settlements and cities; effects of environment and social structure. (Ellis, Division III; cross listed as Growth and Structure of Cities 223)

301. Greek Vase-Painting Greek vase-painting as an original form of art, its relation to other arts, and its place in archaeological research. (Pinney)

302. Greek Architecture The Greek architectural tradition and its historical development. (Ridgway; cross listed as Growth and Structure of Cities 302)

305. Etruscan Archaeology An introduction to the sites and monuments of Etruria. (Turfa)

307. Archaeology of Syria and Palestine The archaeology of the Levant and its relationships with surrounding cultures from the beginning of urban civilization to ca. 500 B.C. (Magness-Gardiner)

308. Methods and Techniques of Pottery Analysis Pottery as a fundamental means of establishing the relative chronology of ancient Near Eastern sites and of understanding past human behavior on these sites. The course introduces theories, methods and techniques of pottery description, analysis, and interpretation. Topics include pottery typology and seriation, ceramic characterization studies, pottery production, function and exchange, and the use of computers in pottery analysis. Laboratory work on pottery from Tell el-Hayyat, a Bronze Age site in Transjordan, is included. Prerequisites: one 200- or 300-level archaeology course. (Magness-Gardiner; cross listed as Anthropology 308)

309. The Origins of Civilization and the State The problem of the origin and development of the state and civilization, including several alternative theories of state formation processes and the development of urbanism. Data examined are primarily archaeological; ethnographic and textual evidence is also included. Case studies include Mesopotamia, Mesoamerica, and archaeologically known sequences from other parts of the New and Old Worlds. (Davis, Ellis; cross listed as Anthropology and Growth and Structure of Cities 309)

324. Roman Architecture The architecture of the Republic and the early Roman Empire. (staff; cross listed as Growth and Structure of Cities and History of Art 324)

398, 399. Senior Conference Weekly two-hour seminars with assigned reading and reports. (Ridgway, Magness-Gardiner)

403. Supervised Work (staff)

CLASSICAL LANGUAGES

Coordinators:

Julia H. Gaisser, Ph.D., *Eugenia Chase Guild Professor in the Humanities and Professor of Latin*

Richard Hamilton, Ph.D., *Paul Shorey Professor of Greek*

The major in classical languages is designed for the student who wishes to divide her time between the two languages and literatures.

The requirements for the major are ten courses in Greek and Latin, including at least two at the 200 level in one language and two at the 300 level in the other, and two courses in ancient history and/or classical archaeology. There are three final examinations: sight translation from Greek to English, sight translation from Latin to English, and general history and literature of Greece and Rome.

CLASSICAL STUDIES

Coordinators:

Julia H. Gaiser, Ph.D., *Eugenia Chase Guild Professor in the Humanities and Professor of Latin*

Richard Hamilton, Ph.D., *Paul Shorey Professor of Greek*

Gloria Ferrari Pinney, Ph.D., *Doreen C. Spitzer Professor of Classical Studies and Professor of Classical and Near Eastern Archaeology*

The major in classical studies provides a broad yet individually structured background for students whose interest in the ancient classical world is general and who wish to lay the foundation for more specialized work in one or more particular areas.

The requirements for the major are fourteen courses with at least one in ancient philosophy (Philosophy 101, 236 or 336; Political Science 209), and at least two in each of the following areas: ancient history (History 205, 207 or 208); classical archaeology (Classical and Near Eastern Archaeology 102, 203, 205, 206, 209, 261, 301, 302, 305, or 324); Greek; Latin (all courses except Latin 204). At least two of the courses must be at the 300 level. Equivalent courses may be taken at Haverford with the approval of a coordinator. The final examination in classical studies is on the general field of ancient civilization with emphasis on the individual student's special area of concentration.

COMPARATIVE LITERATURE

Julia Epstein, Ph.D., *Barbara Riley Levin Professor of Comparative Literature and Professor of English and Chairman,*
at Haverford College

Advisory Committee at Bryn Mawr College:

Carol L. Bernstein, Ph.D., *Professor of English and Fairbank Professor in the Humanities*

Robert J. Dostal, Ph.D., *Rufus M. Jones Professor of Philosophy*

Elizabeth C. Allen, Ph.D., *Associate Professor of Russian*

Azade Seyhan, Ph.D., *Associate Professor of German*

Advisory Committee at Haverford College:

J. David Dawson, Ph.D., *Associate Professor of Religion*

Deborah Roberts, Ph.D., *Associate Professor of Classics*

Koffi Anyinéfa, Ph.D., *Assistant Professor of French*

Affiliated Faculty:

Kimberly Benston, Ph.D., *William R. Kenan, Jr. Professor of English and Africana Studies,* at Haverford College

Peter M. Briggs, Ph.D., *Professor of English,* at Bryn Mawr College

Israel Burshatin, Ph.D., *Professor of Spanish,* at Haverford College

John Cary, Ph.D., *Professor of General Programs,* at Haverford College

Bryn Mawr College

- Nancy Dersofi, Ph.D., *Professor of Italian*, at Bryn Mawr College
Thomas H. Jackson, Ph.D., *Professor of English*, at Bryn Mawr College
Catherine Lafarge, Ph.D., *Dean of the Graduate School of Arts and Sciences and Professor of French*, at Bryn Mawr College
Joseph A. Russo, Ph.D., *Professor of Classics*, at Haverford College
Katrin Ristkok Burlin, Ph.D., *Associate Professor of English*, at Bryn Mawr College
Michael A. Sells, Ph.D., *Associate Professor of Religion*, at Haverford College
Kathleen Wright, Ph.D., *Associate Professor of Philosophy*, at Haverford College
Richard Freedman, Ph.D., *Assistant Professor of Music*, at Haverford College
Jacques-Jude A. Lépine, Ph.D., *Assistant Professor of French*, at Haverford College
Matthew Mizenko, Ph.D., *Assistant Professor of Japanese and East Asian Studies*, at Haverford College
Rajeswari Mohan, Ph.D., *Assistant Professor of English*, at Haverford College

The study of comparative literature situates literature in an international perspective, examines connections among literary history, literary criticism, critical theory, and poetics, and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are anthropology, philosophy, history, religion, classical studies, Africana studies, gender studies, and cultural studies, as well as other arts.

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

Requirements for the comparative literature major are: Comparative Literature 200: Introduction to Comparative Literature (normally taken in the sophomore year); six literature courses at the 200 level or above, balanced between two literature departments (of which English may be one) — at least two of these must be at the 300 level or above; two courses in critical theory; two electives; and Comparative Literature 399: Senior Seminar in Comparative Literature.

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

200b. Introduction to Comparative Literature An introduction to comparative critical methodologies in an international framework. (Epstein, Division III)

399b. Senior Seminar Advanced study of comparative literary poetics, including oral and written presentations of a senior project and a comprehensive oral examination. (Roberts and Bernstein)

Comparative Literature

Comparative Literature courses at Bryn Mawr include:

- 210. **Women and Opera in Translation** (Dersofi, Division III; cross listed as Italian 210)
- 222. **Aesthetics** (Krausz, Division III; cross listed as Philosophy 222)
- 279. **Contemporary African Fiction** (Jackson, Division III; cross listed as English 279)
- 287. **The Bi-cultural Novel** (K. Burlin, Division III; cross listed as English 287)
- 291. **The Poetics and Politics of the Sublime** (Bernstein, Division III; cross listed as English 291)
- 293. **The Play of Interpretation** (Bernstein, Dostal, Division III; cross listed as English and Philosophy 293)
- 294. **Psychoanalysis and Literary Criticism** (Bernstein, Division III; cross listed as English 294)
- 320. **Topics in German Literature** (Seyhan; cross listed as German and German Studies 320)
- 350. **The Romance of the Self** (Bernstein, Wright; cross listed as English 350)
- 352. **Romanticism and Interpretation** (Bernstein; cross listed as English 352)
- 380. **Landscape Art in Cultural Perspective** (Briggs; cross listed as English 380)
- 384. **Theories of Fiction** (Bernstein; cross listed as English 384)
- 393. **Interpretive Strategies** (Bernstein; cross listed as English 393)

Comparative Literature courses at Haverford include:

- 207b. **Greek Tragedy and the Tragic Genre** (Roberts, Division III; cross listed as Classics 207b)
- 208b. **Mythology** (Russo, Division III; cross listed as Classics 208a)
- 210a. **The Epic Genre** (Roberts, Division III; cross listed as Classics 210a)
- 218a. **The Western Dramatic Tradition** (Benston, Division III; cross listed as English 218a)
- 250b. **Quixotic Narratives** (Burshatin, Division III; cross listed as Spanish 250b)
- 254a. **Aesthetics** (Wright, Division III; cross listed as Philosophy 254a)
- 269b. **Cultural Identity in Third World Literatures** (Sells, Division III; cross listed as Religion 269b)
- 283b. **Narratives of Interpretation** (Epstein, Division III; cross listed as English 283)
- 284. **The Allegorical Imagination** (Dawson, Division III; cross listed as Religion 284)
- 289a. **Faust in European Literature** (Cary, Division III; cross listed as General Programs 289a)
- 289b. **The Metaphysical Crime Novel in European Literature** (Cary, Division III; cross listed as General Programs 289b)
- 311a, b. **Topics in Aesthetics and Philosophy of Literature** (Wright; cross listed as Philosophy 311a,b)
- 312a. **Des sociétés coloniales aux états indépendants: la littérature francophone contestataire** (Anyinéfa; cross listed as French 312a)
- 347a. **The Eighteenth-century European Novel** (Epstein; cross listed as English 347a)
- 355b. **Seminar in Myth and Symbol** (Sells; cross listed as Religion 355b).

- 360a. **Literary Theory and Christian Theology** (Dawson; cross listed as Religion 360a: {Seminar in Modern Religious Thought})
377. **Third World Literature: Post-colonial Literature and Postmodernism** (Mohan; cross listed as English 377a)

EAST ASIAN STUDIES

Associate Professors:

Michael Nylan, Ph.D., *Associate Professor of East Asian Studies and History and Political Science, (on leave, 1992-93)*
Paul J. Smith, Ph.D., *Associate Professor of History, at Haverford College*

Assistant Professor at Haverford College:

Matthew Mizenko, A.B., *Assistant Professor of East Asian Studies and Director of the Japanese Language Program*

Senior Lecturer at Bryn Mawr College:

Theresa J. Ko, M.A., *Senior Lecturer and Director of the Chinese Language Program*

Instructors at Bryn Mawr College:

Ellen Neskar, M.A., *Instructor in Chinese Studies*
Hu Ying, M.A., *Instructor in Chinese Studies, English, and Comparative Literature*

Instructors at Haverford College:

Shizhe Huang, B.A., *Instructor of Chinese*
Yoko Koike, M.S., *Instructor of Japanese*

Affiliated Faculty:

Richard Freedman, Ph.D., *Assistant Professor of Music, at Haverford College*
Matthews Hamabata, Ph.D., *Assistant Professor of General Programs and Dean of the College, at Haverford College*
Jean Y. Wu, Ph.D., *Associate Dean of the Undergraduate College for the Division of General Studies and Lecturer in Human Development, at Bryn Mawr College*

The bi-college East Asian Studies program offers a major designed for students who wish to study the languages and cultures of East Asia. The objective of the major is to provide students with proficiency in an East Asian language and a multidisciplinary background in the culture associated with it. Majors will have completed at least three years of study of an East Asian language, and further study is encouraged, especially for students entering academic graduate programs. The bi-college program offers courses in Chinese and Japanese. Korean language courses, along with advanced courses in Chinese and Japanese, are available at the University of Pennsylvania. Students are also urged to take advantage of programs for one or two semesters of study in East

Asia, as well as summer programs in the United States or East Asia. Study-abroad programs should be chosen in consultation with the student's language teachers and adviser, who will suggest specific programs for credit.

Students majoring in East Asian Studies are expected to focus their studies in one culture, usually that of the language they study, and to work closely with their advisers in order to construct a coherent course of study. The East Asian Studies major differs from many other area studies majors in having a minimum requirement of one course in the theory or methodology of a discipline that is related to the general focus of a student's program. Majors are also required to take the senior conference course and write a thesis.

A concentration in East Asian Studies is also offered in conjunction with other majors, in order to give recognition to a student's studies in an East Asian language and culture. Concentrators are expected to include a significant East Asian component in their senior work for their major; when this is not feasible, a separate project is required for the concentration.

Requirements for the major are:

(1) Completion of the third-year level of (Mandarin) Chinese or Japanese as taught in the bi-college program, or the equivalent proficiency as certified by the program. Students who entered college with native-level fluency in one East Asian language will be required to begin the study of another.

(2) Six additional courses other than language courses, with the following stipulations: (a) two of these courses must be introductory survey courses on China and Japan. The preferred option is History 131a,b at Haverford. Equivalent courses taught elsewhere, to be selected in consultation with the faculty adviser, are acceptable as an alternative when the preferred option is not feasible; (b) one course that is comparative (e.g., dealing with both China and Japan), or on a culture other than the student's area of focus; (c) three or more courses, chosen in consultation with the faculty adviser, designed to create a coherent course of study in one's geographical and disciplinary area(s) of interest.

(3) One course stressing the theoretical and/or methodological foundations of a discipline of focus (e.g., comparative literature, historiography, social or economic theory, linguistics, etc.) that is relevant to the student's course of study. The program will issue a list of courses that satisfy this requirement. Further work in theory and/or methodology may be necessitated by a student's thesis topic.

(4) The East Asian Studies senior conference course, in the fall semester of the senior year. The course will address theoretical and methodological issues pertaining to the study of East Asia and will also serve as a thesis writers' seminar.

(5) A senior thesis will be due early in the spring semester of the senior year. The thesis writer will present an oral defense of the thesis at a later date during the spring term.

Students who enter college without a background in Chinese or Japanese will have to complete the first two years of language study as a prerequisite for the third-year level that is required by the major. Such students are strongly urged to begin their language training in the first year of college.

Honors in East Asian Studies are awarded on the basis of superior performance in three areas: coursework within the major; the senior thesis; and the oral defense of the thesis.

The concentration in East Asian Studies may be declared in conjunction with most majors at Haverford and Bryn Mawr. Students interested in becoming concentrators should consult with the coordinator of East Asian Studies and with their departmental adviser. The requirements for the concentration are: (1) completion of the second-year level of language study in either (Mandarin) Chinese or Japanese as taught in the program, or equivalent proficiency in another East Asian language such as Korean; (2) one introductory course on the culture associated with the language being studied (e.g., either the China or the Japan semester of History 131a,b: Introduction to East Asian Civilizations); and (3) four additional courses related to the area of focus.

It is expected that departmental senior theses will address issues concerning the concentrator's area of focus in East Asia. Where this is impossible because of constraints inherent in the major (as in most natural sciences), a concentrator may write a separate paper or expand on work done for East Asian courses. Concentrators will be permitted to enroll in the senior conference for East Asian Studies majors with the permission of the coordinator at their campus. Because the successful operation of the concentration depends on close cooperation between the associated departments on two campuses, students are urged to declare their intent to concentrate in East Asian Studies by the end of the first semester of their junior year.

East Asian Studies courses at Bryn Mawr include:

- Chinese/Comparative Literature 205. A Comparative Approach to the Chinese Novel
- Cities/History/Political Science 219. The Chinese Village
- Cities/History 353. Chinese Notions of Time and Space: Garden, House, and City
- History/Philosophy 220. Early Chinese Belief: The Five Classics of Confucianism
- History 230, 231. History of Chinese and Japanese Thought
- History/Political Science 285. Early China: Material, Social, and Philosophical Cultures
- History 288. Chinese Law: Ancient and Modern
- History 293. Myth and Ritual in Ancient China
- History 386. Topics in East Asian History: The Chinese Family and Society
- Human Development 130. Breaking Silence: The Asian Experience in America
- Philosophy 306. Origins of Political Philosophy: China and Greece

East Asian Studies courses at Haverford include:

- General Programs 229. Narratives of Postwar Japan
- General Programs 231. Premodern Japanese Literature
- General Programs 232. Modern Japanese Literature
- General Programs 236. Contemporary Japanese Society: A Sociological Perspective
- History 131a. Introduction to East Asian Civilizations: China
- History 131b. Introduction to East Asian Civilizations: Japan
- History 261a. History of China: The Imperial Era
- History 261b. History of China: The Chinese Revolution

History 347a. **Topics in East Asian History: Encounters with China: Travelers' Accounts from the Eighth to the Twentieth Centuries**
History 347b. **Reading and Research in East Asian History**
Music 228. **Musical Voices of Asia**
Philosophy 209a. **Buddhist Philosophy**
Religion 252. **Religions of the East**

ASIAN AMERICAN STUDIES

Students interested in pursuing Asian American studies are urged to consult with their campus coordinator (Associate Dean of the Undergraduate College for the Division of General Studies Jean Wu at Bryn Mawr, and Assistant Dean and Director of Multicultural Affairs Angela Gillem at Haverford), who will advise them on creating individual plans of study in appropriate departments.

CHINESE

Theresa J. Ko, M.A., *Senior Lecturer in Chinese*,
at Bryn Mawr College

Hu Ying, M.A., *Instructor in Chinese Studies, English, and
Comparative Literature*, at Bryn Mawr College

Shizhe Huang, B.A., *Instructor in Chinese*,
at Haverford College

001, 002. Elementary Chinese An introductory course in modern spoken and written Chinese. The development of oral-aural skills is integrated through grammar explanations and drill sessions designed to reinforce new material through active practice. Six hours a week of lecture and oral practice; also individual conversation. This is a year-long course; both semesters are required for credit. (Ko)

003, 004. Intermediate Chinese In this course, language skills in speaking, listening, reading, and writing are further developed through carefully designed practices. Oral proficiency is enhanced by dramatization of situational topics, and written skills by regular composition writing. Both reading and writing is in Chinese characters only. Five hours a week of classes, and two hours of lab. Prerequisite: Chinese 001, 002 or equivalent. (Huang)

201, 202. Advanced Chinese: Readings in the Modern Chinese Short Story and Theater This course has two goals: first, to develop students' overall language skills through reading and discussion of modern short stories; and second, to improve students' facility in written and oral expression through readings in modern drama and screenplays. Readings include representative works from the May Fourth Period (1919-27) to the present. Audio and video tapes of drama and films will be used as study aids. Prerequisite: Intermediate (second-year) Chinese or permission of the instructor. (Ko, Division III)

203, 204. Beginning Classical Chinese Prerequisite: Elementary and Intermediate Chinese or Japanese, or permission of the instructor. (Hu)

205. A Comparative Approach to the Chinese Novel Study of several masterworks of the Chinese narrative tradition; tracing their development in relation to other genres, including history, drama, and folklore. The course also aims to provide a broad comparative view of major problems in narrative literature based on readings in a variety of major Western and non-Western texts. A sample reading list includes: *Romance of the Three Kingdoms*; *Journey to the West*; *Dream of the Red Mansions*; *The Tale of Genji*; *Thousand and One Nights*; *The Decameron*; and *Remembrance of Things Past*. Readings and class discussions are in English, although there is a special additional section devoted to looking in detail at the actual classical Chinese text. Students familiar with classical Chinese may take this course for 1.5 credits. (Hu)

JAPANESE

Matthew Mizenko, A.B., *Assistant Professor of East Asian Studies and Director of the Japanese Language Program*, at Haverford College
Yoko Koike, M.S., *Instructor of Japanese*, at Haverford College

001, 002. First-year Japanese Introduction to the four basic skills (reading, writing, speaking, and listening), with special emphasis on the development of conversational fluency in sociocultural contexts. Six hours a week of lecture and oral practice, and at least two hours in the language lab. This is a year-long course; both semesters are required for credit. (Mizenko)

003, 004. Second-year Japanese (Intensive) A continuation of first-year Japanese, focusing on the further development of oral proficiency, reading, and writing skills. Seven hours a week of lecture and oral practices, and at least two hours in the language lab. This is a year-long course; both semesters are required for credit. Prerequisite: Japanese 001, 002 or equivalent. (Koike)

101, 102. Third-year Japanese A continuation of language study with further development of oral proficiency. Emphasis is on reading and discussing simple texts. Advanced study of grammar and kanji; introduction to composition writing. Three hours of class, one hour of oral practice, and work in the language lab. Prerequisite: Japanese 003, 004 or equivalent. (Koike)

ECONOMICS

Professors:

Richard B. Du Boff, Ph.D., *Acting Chairman*, 1992-93

Noel J. J. Farley, Ph.D., *Chairman*, (on leave, 1992-93)

Helen Manning Hunter, Ph.D., *Katharine E. McBride Professor*

Assistant Professors:

Janet Ceglowski, Ph.D.

Harriet B. Newburger, Ph.D., *on the Rosalyn R. Schwartz Lectureship*

David Ross, Ph.D.

At Haverford College

Associate Professor:

Vernon Dixon, Ph.D.

Assistant Professors:

Richard Ball, Ph.D.

Linda Bell, Ph.D.

Vladimir Kontorovich, Ph.D.

David Schaffer, Ph.D.

The economics curriculum consists of courses given at Bryn Mawr and Haverford. It is designed to provide an understanding of economic processes and institutions and the interactions among the economic, political, and social structures; it trains undergraduates in the methods used to analyze those processes and institutions and enables them to make policy judgments.

Economics 101 and 102 present the theories and operating characteristics of modern economics that an educated person should understand; they also prepare students for further work in economics and business. The group of intermediate, 200-level courses offers a full range of topics in the discipline and is intended to meet a variety of student interests. The advanced courses supply a methodological and theoretical foundation for those planning to use economics in their professional careers.

Requirements for the economics major are ten semester courses in economics, including Economics 101 and 102; Economics 203: Statistical Methods in Economics, which majors must take before their senior year; Economics 300: Microeconomic Analysis; and Economics 302: Macroeconomic Analysis, plus at least two additional semester courses of 300-level work. Either Economics 111: Financial Accounting or Economics 112: Corporate Finance may be taken for major credit, but not both.

At least one course that requires a substantial research paper must be taken in the senior year. Economics 304, 306, 314, 316, 322, 325, 326, or 403. Mathematics 101 or its equivalent is a prerequisite for Economics 300, 302, 303, 304, and some other courses. Economics majors should, if possible, take Mathematics 102 as well as 101. Mathematics 103 is also helpful.

Prospective majors in economics are advised to take Economics 101 and 102 by the end of the first semester of sophomore year. Students whose grade in Economics 101 or 102 is below 2.3 are advised not to major in economics. Students planning to spend the junior year studying abroad must complete Economics 101, 102 and 203, and preferably one other 200-level course, by the end of sophomore year. It is suggested that two or three 200-level courses be taken as background for 300-level courses. Members of the department should be consulted about desirable sequences of courses.

An economics major whose grade point average in economics courses at the beginning of the second semester of senior year is 3.4 or better is invited to become a candidate for the degree with honors in economics. Honors are awarded on the basis of a student's performance on a comprehensive examination administered by the department, the department's evaluation of a paper or other written work that the student submits as an example of her "best" work, and the student's performance in all her economics courses, including those taken in the second semester of senior year. Average grades of 3.7 for the paper and the comprehensive examination are required in order for a student to graduate with honors.

Requirements for the minor in economics include Economics 101, 102, 203, and a coherent selection of three or more additional courses approved by the department chairman. For information about the International Economic Relations Program, see page 100.

Students intending to do graduate work in economics should take at least two full years of college-level mathematics (101, 102 and 201, 202, 203, or the equivalent), and Economics 300, 302, and 304.

101. Introduction to Microeconomics Techniques of analysis pertaining to the individual industry, the firm, and consumer choice. The functioning of markets under competition and monopoly. Determination of prices for goods and factors of production and the distribution of income. Efficiency, equity, and market failure. Comparative advantage and international trade. Prerequisite: math readiness is recommended. (staff, Division I)

102. Introduction to Macroeconomics The analysis of aggregate economic activity, including consumption, investment, public spending, and money and credit. Theories of inflation and unemployment. The role of government, especially fiscal and monetary policies. The international balance of payments and foreign exchange rates. Prerequisite: Economics 101; math readiness is recommended. (staff, Division I)

111. Financial Accounting at Haverford (Dixon)

112. Corporate Finance at Haverford (Dixon)

203. Statistical Methods in Economics Frequency distributions, probability and sampling theory, simple correlation and multiple regression, and an introduction to econometric terminology and reasoning. The computer techniques required are developed as part of the course. Prerequisites: Economics 101, 102. (Ceglowski, Ball, Division I or Quantitative Skills)

206. International Economics International exchange in the nonproduction situation. Comparative advantages, the Heckscher-Ohlin theorem, and the gains from trade. Empirical studies of the basis of United States trade. Price agreements on primary commodities. Market structure, multinational firms, and foreign investment. Tariff theory and trade between industrialized and developing countries. Prerequisites: Economics 101, 102. (staff, Division I)

207. Money and Banking The development and present organization of the financial system of the United States. Domestic and international monetary theory and policy. Prerequisites: Economics 101, 102. (Hunter, Division I)

208. Labor Economics at Haverford. (Schaffer, Division I)

211. The Soviet System at Haverford. (Kontorovich, Division I)

214. Public Finance Analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; U. S. tax structure and incidence; multigovernment public finance. Prerequisites: Economics 101, 102. (Newburger, Division I)

215. Urban Economics at Haverford (Dixon, Division I)

216. International Finance and Economic Policy The balance of payments and theories of its determination; fixed and flexible exchange rates; the dollar's behavior in exchange markets; the Eurodollar market and the European monetary system; public policy for internal and external balance; international debt problems. Prerequisite: Economics 206. (staff, Division I)

221. United States Economic History Long-term trends in output, labor and capital, and technology, with emphasis on the rise of "big business" after 1870. Foreign trade and investment and the role of government. The framework is one of imbalances and disequilibria in an expanding capitalist economy. Prerequisites: Economics 101, 102. (Du Boff, Division I; cross listed as Growth and Structure of Cities 221)

222. History of Economic Thought Examination of the Mercantilists, the Physiocrats, Smith, Malthus, Ricardo, Marx, Mill, Marshall, and Keynes. Emphasis on the development of economic theory; also economic growth and the stationary state, value and distribution, and the role of the state. Prerequisites: Economics 101, 102 or permission of instructor. (Du Boff, Division I)

225. Developing Economies at Haverford (staff, Division I)

228. Economics of United States' Third World Peoples at Haverford. (Dixon, Division I)

230-249. Topics in Economics Courses in the 230-249 series deal with contemporary problems from the economist's viewpoint. They are offered, as demand and staffing permit, in the areas listed below. Students should consult the instructor about prerequisites. (staff, Division I)

231. Marx and Radical Political Economy

232. Latin American Economic Development

234. Environmental Economics

237. The Political Economy of Military Spending

300. Microeconomic Analysis Systematic investigation of the analytical framework underlying the behavior of consumers and firms. Determination of price; partial and general equilibria; efficiency and equity. Application to current economic problems. Prerequisites: Economics 101, 102 and Mathematics 101 or equivalent. (staff)

302. Macroeconomic Analysis Theoretical foundations of income determination, monetary phenomena, and fluctuations in price levels and employment; introduction to dynamic process; economic growth. Prerequisites: Economics 101, 102 and Mathematics 101 or equivalent. (staff)

304. Introduction to Econometrics The econometric theory presented in Economics 203 is further developed and its most important empirical applications are considered. Each student does an empirical research project using multiple regression and other statistical techniques. Prerequisites: Economics 203 and Mathematics 101 and permission of instructor. (staff)

306. Advanced International Economic Policy Advanced models of economic integration; trade and economic change in developed and developing economies; foreign capital movements; exchange rate determination. Prerequisites: Economics 206 and 216. (Farley)

314. Economics of Poverty and Discrimination Topics in public finance which include: state and local finance focusing on differences in resources and expenditures among communities and the role of intergovernmental transfers; the extent and sources of poverty among individuals in the U.S. and the results of government programs to alleviate it; and discrimination, particularly in housing. Prerequisites: Economics 203; 208, 214 or 215; 300 are recommended, or permission of instructor. (Newburger)

316. Transition of the European Economy Topics include: the historical analysis of the process of integration and fragmentation of European countries; the politics of monetary unification; center versus periphery in the E.E.C.; political analysis of the German unification; determination of exchange rates; social policies in the E.E.C. Prerequisites: Economics 101, 102, 206, 216, junior standing, and permission of the instructor. (Farley)

322. Issues in Macroeconomics: Theory, Policy, History Macroeconomic theory is reviewed, from Keynes through the "new classical economics" and the "new Keynesianism." Special attention is given to Post Keynesian economics and its possible contributions to theory and economic history. Prerequisite: Economics 221 or 222 or permission of instructor. (Du Boff)

325. Advanced Economic Development Seminar at Haverford (staff)

326. Open Economy Macroeconomics Advanced theory and policy with respect to aggregate international economic issues. Topics include: international mobility of saving and investment flows; international

English

transmission of economic disturbances; domestic impacts of international economic policies; and causes and consequences of balance of payments disequilibria. Each student does a semester-long research project on a relevant topic of interest. Prerequisites: Economics 216 and 302 and permission of instructor. (Ceglowski)

330-349. Advanced Topics in Economics Courses in this series are similar to those in the 230-249 series, but have 200- or 300-level courses as prerequisites. (staff)

403. Supervised Work An economics major may elect to do individual research. A semester-long research paper is required; it satisfies the 300-level research paper requirement. Students who register for 403 must submit an application form before the beginning of the semester (the form is available from the department chairman). The permission of both the supervising faculty member and the department chairman is required.

ENGLISH

Professors:

Carol L. Bernstein, Ph.D., *Fairbank Professor in the Humanities*

Sandra M. Berwind, Ph.D.

Peter M. Briggs, Ph.D., *Chairman*

Robert B. Burlin, Ph.D., *Mary E. Garrett Alumnae Professor*

E. Jane Hedley, Ph.D.

Thomas H. Jackson, Ph.D.

Joseph E. Kramer, Ph.D.

Associate Professors:

Katrin Ristkok Burlin, Ph.D.

Susan Dean, Ph.D.

Karen Tidmarsh, Ph.D., *Dean of the Undergraduate College*

Assistant Professor:

Xavier Nicholas, Ph.D.

Visiting Assistant Professor:

Anne Dalke, Ph.D.

Lecturers:

Christopher Davis, B.A.

Helene Elting, Ph.D.

Jo Ellen Parker, Ph.D., *Assistant Dean of the Undergraduate College*

The department offers an opportunity to explore all periods of English literature and varieties of close analysis. The department seeks to develop in both the major and non-major historical perspective, interpretive acumen, writing skills, and an understanding of the imaginative process.

English 101-102 or its equivalent is required preparation and should ordinarily be completed no later than the sophomore year. Additional requirements include eight second-year or advanced units in English literature, at least two of which must be at the 300 level. Two of these units must be in literature prior to 1800, and two of these units must be in literature after 1800. Students have the option of writing a senior essay (English 399) in the final semester of their major career.

In consultation with departmental advisers and with the approval of the department, students may fulfill one of the eight units with either (1) a unit of appropriate interdepartmental work, or (2) one unit of creative writing. Students may also, in consultation with the major advisers, take a portion of their work at Haverford. (The following courses regularly alternate between members of the Bryn Mawr and Haverford departments: 201, 202, 225, 226, 252, 260, 261, 264, 265.)

Although the Department of English does not require allied courses toward the completion of the major, it recognizes that other courses in the humanities are important for rounding out a liberal education or acquiring specific skills in preparation for later work or graduate study. Students who wish advice on allied courses are urged to consult their major adviser.

Students contemplating graduate work in English are reminded that most graduate schools require a reading knowledge of French and German, and frequently Latin as well, for the Ph.D.

Requirements for an English minor are English 101 and 102 or its equivalent and four second-year or advanced units in English literature. At least one unit must be at an advanced (300) level.

COMPOSITION COURSES

015, 016. English Composition and Reading Training in writing discursive prose, with emphasis on the critical analysis of a few works by selected authors. There are weekly papers, two class meetings a week, and regular conferences. (Note: Some sections of this course also meet requirements toward the major in English and other departments. In these sections there are three class meetings a week, as well as more reading.)

CREATIVE WRITING COURSES

For course descriptions, see Arts Program in this catalogue.

Arts Program 260. Writing Short Fiction (Davis)

Arts Program 261. Writing Poetry (Davis)

Arts Program 262. Beginning Playwriting

Arts Program 263. Feature Journalism (Davis)

Arts Program 360. Advanced Fiction Writing (Davis)

Arts Program 361. Advanced Poetry Writing (Davis)

Arts Program 362. Advanced Playwriting (Davis)

Arts Program 364. Novel Writing (Davis)

LITERATURE COURSES

101, 102. Introduction to Literary Study An introduction to the central concerns and methods of the discipline through the reading of literary, critical, and theoretical texts. Strategies of close reading, problems of genre and canon-formation, and the varieties of discursive practices constitute the units of study. The sequence is required preparation for the English major and should ordinarily be completed no later than the sophomore year. Non-majors may elect to take only 101, but may not take 102 without having done 101. (staff, Division III)

201; 202. Chaucer Semester I: a close reading of the *Canterbury Tales*. Semester II: Chaucer's early poems and the *Troilus*, with supplementary readings. (R. Burlin, Division III)

203. Medieval Language and Literature An introduction to both the language and the major literary works of the English Middle Ages. Review of Old and Middle English grammar and lexicon with emphasis on those elements that affect verse forms. Major literary works are read, for the most part, in translation, with selections in the original for comparison. (R. Burlin, Division III)

210. Literature of the English Renaissance This course focuses on modes of self-examination, self-presentation, and self-understanding that were fostered by literacy, literary activity, and print culture in the early modern period from 1500-1650. Course material is drawn from civic utopias, epic and pastoral romance, lyric poetry and sonnet sequences, prose fiction, plays, diaries and letters, devotional writings, biblical translation, educational literature, and defenses of women. (Hedley, Division III)

211. Lyric Poetry of the English Renaissance Both the continuity of the lyric tradition that begins with Wyatt and the distinctiveness of each poet's work will be established. Consideration will be given to the social and literary contexts in which lyric poetry was written. Poets include Wyatt, Spenser, Sidney, Shakespeare, Donne, Herbert, and Jonson. (Hedley, Division III)

221, 222. English Drama to 1642 A chronological survey of drama in England (exclusive of Shakespeare) to the closing of the theaters in 1642, with special attention to theatrical conventions and to the elaboration of specific forms. 221: Medieval and earlier Renaissance drama. 222: late Elizabethan, Jacobean, and Caroline drama. 221 is not a prerequisite to 222. (Kramer, Division III)

225. Shakespeare A survey of the Shakespeare canon. (Kramer, Division III)

231. Milton A survey of a broad array of Milton's writings in poetry and prose, with particular emphasis not only upon his individual accomplishments, but also upon contemporary discussions of who "the poet" is and by what standards the accomplishments of poetry should be measured. (Briggs, Division III)

240. Restoration and Early Eighteenth-century Literature The rise of new literary genres and the contemporary efforts to find new definitions of heroism and wit, good taste and good manners, sin and salvation, individual identity and social responsibility, and the pressures exerted by changing social, intellectual, and political contexts of literature. Readings from Dryden, the Restoration dramatists, a few early feminist writers, Defoe, Swift, and Pope. (Briggs, Division III)

241. Later Eighteenth-century Literature A generous selection from works by Johnson, Boswell, and Sterne, together with shorter samplings from Gray, Burke, Goldsmith, Burney, Reynolds, Wollstonecraft, and others. (Briggs, Division III)

252. The Romantic Movement A study of the major romantic poets and their circles. Topics include: the construction of subjectivity, autobiographical narrative, romantic mythmaking, the quest, the representation of revolution, the sublime, gender and genre. (Bernstein, Division III)

256. Marginality and Transgression in Victorian Literature A re-reading of Victorian texts with the aim of foregrounding concerns that High Victorianism tried to suppress or marginalize: poverty, sexuality, revolution, criminality, aestheticism. The ways in which the anarchic and the scandalous jostle against the "respectable" affect both the forms and themes of Victorian literature. The semiotics of transgression, the discourses of sexuality, the fascination of the Other, the connections of the upper classes with the underworld: these are some of the issues explored. (Bernstein, Division III)

258. Nineteenth-century English Novel A study of the major works of two major nineteenth-century English women novelists, with particular attention to the self-reflexive quality of that work as it adds to and problematizes received aesthetics and novel criticism/theory. Readings include Austen, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Persuasion*; Brontë, *Jane Eyre*, *Shirley*, *Villette* and relevant theory/criticism. (K. Burlin, Division III)

260, 261. American Literature to 1915 Semester I: selected readings in American texts from the earliest times to the Civil War period, including American Indian oral literature, colonial writers, writings from the Revolutionary period, slave narratives, writings by various nineteenth-century Romantics such as Poe, Emerson, M. Fuller, Thoreau, Hawthorne, Melville, Whitman, and Stowe. Semester II: selections from the Civil War to World War I, including Whitman, Dickinson, Twain, James, Jewett, Chopin, Gilman, Cather, Wharton, Chesnutt, Washington, DuBois, S. Crane, Dreiser, M. Austin. 260 is not a prerequisite for 261. (Dean, Nicholas, Division III)

262. African American Literature An introduction to the study of the literature of black American writers. Readings include works by James Baldwin, Frederick Douglass, Ralph Ellison, Zora Neale Hurston, Harriet Jacobs, Toni Morrison, Jean Toomer, and Alice Walker. (Nicholas, Division III)

264, 265. American Literature, 1915 to the Present Semester I: selected prose and poetry written between World Wars I and II; emphasizing the varieties—regional, gender, racial, individual—within the phenomenon known as “modernism.” Texts by prose writers such as S. Anderson, Hemingway, Stein, Fitzgerald, H. Miller, Faulkner, J. Toomer, Black Elk, R. Wright, Hurston; and by poets such as Frost, Stevens, M. Moore, H. D., L. Hughes, Hart Crane, Williams. Semester II: selected prose and poetry written from World War II to the present. Texts by prose writers such as Welty, Ellison, F. O’Connor, Updike, Bellow, Nabokov, Baldwin, Malcolm X, Pynchon, Mailer, Morrison, Lowell, Ammons, Momaday, Snyder, O’Hara, Ashbery, Merrill, G. Brooks, Plath, Rich, Levertov, Clampitt. 264 is not a prerequisite for 265. (Dean, Nicholas, Division III)

266. The Southern Renaissance A study of the flowering of writing by Southern authors since the year 1920, comparing and contrasting the attitudes and concerns of Southern writers who began to publish after World War I with the new generation of Southern writers who began to publish after World War II. (Nicholas, Division III)

268. “Speaking for Ourselves”: Readings in Native American Literature The course focuses on the Native American Indian “voice” as we find it recorded in myths, early orations, nineteenth- and twentieth-century autobiography, and contemporary forms of poetry and short stories. Most of the work is with literature, but time is set aside each week for audio-visual materials—recordings of interviews, chants and music, stories and legends—that help develop a sense of the religious and social context that the written texts assume. To build a sense of a complex Native American world view, the course looks for definitions that hold across tribes for such often paired terms as: animate and inanimate, self and alterity, individual and group identity, natural and civilized. To develop a useful double vocabulary, time is taken at the beginning and end of the semester to sample some influential texts from European and Euro-American literature (legal, philosophical, anthropological) that read a markedly different set of meanings into the list of terms above. (Dean, Division III)

271. Some “Moderns” and their “Contemporaries” This course focuses on the moment of divergence in high culture which occurred around 1900, and which is marked in literature by the disagreement between “contemporaries,” who appealed to the main body of cultured taste by continuing the novelistic tradition of realism, and “moderns,” who questioned the aims of realism by their will to style and their notion of the novel as art. The point of departure is the dispute between Henry James and H.G. Wells; Virginia Woolf’s criticism of Arnold Bennett; and D.H. Lawrence’s diatribe against John Galsworthy. Readings include novels by these six writers, as well as novels by another “modern,” Joseph Conrad, and another “contemporary,” Rudyard Kipling. (staff)

273. "Womanspirit Rising": American Women Writers on Spiritual Quest An exploration of the spiritual lives of American women, as described by themselves from the seventeenth through the late nineteenth centuries, with an emphasis on those who critically appropriated the religious beliefs available to them, or who challenged their exclusion from traditional religious practice. Readings include texts by Anne Hutchinson, Anne Bradstreet, Mary Rowlandson, Ines de la Cruz, Elizabeth Seton, Rebecca Jackson, Sojourner Truth, Sarah Grimke, Margaret Fuller, Harriett Beecher Stowe, Mary Baker Eddy, Elizabeth Cady Stanton. (Dalke, Division III)

274. Contemporary Fiction A survey of the weird, ambitious, and difficult world of contemporary fiction. Novels and short fiction by Robert Coover, Bernard Malamud, Iris Murdoch, Thomas Pynchon, Nadine Gordimer, Cynthia Ozick, Donald Barthelme, Ishmael Reed, and others. Primarily close reading, the course attempts to configure the readings into some meaningful-looking relational networks. (Jackson, Division III)

275, 276. Modern Literature Modern literature in its relationship to earlier literary and intellectual traditions, principal themes, and technical achievements, seen through the study of such writers as James, Conrad, Lawrence, Joyce, Yeats, Williams, Woolf, Stevens, Pound, Eliot. (Berwind, Jackson, Division III)

277. Nabokov in Translation A study of Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English. (staff, Division III; cross listed as Russian 277)

278. Contemporary Poetry A survey of work by leading poets since the death of Pound and Williams. Various "schools" and movements in America and England are examined, emphasizing their philosophical and creative orientation and their relationship to their literary forerunners. Poets include Allen Ginsburg, James Merrill, Nikki Giovanni, A. R. Ammons, John Ashbery, Ted Hughes, Denise Levertov, and Adrienne Rich. (Jackson, Division III)

279. Contemporary African Fiction A survey of what amounts to a major new literature, born in the waning days of colonialism. Novels by writers black and white, including among others Doris Lessing, Ngugi wa Thiong'o, Chinua Achebe, Bessie Head, Buchi Emecheta, A.K. Armah, and Nadine Gordimer. (Jackson, Division III; cross listed as Comparative Literature 279)

282. The Lyric Instruction in the analysis of short poems from different periods. Emphasis on the identification and negotiation of the verbal structures—prosodic, rhetorical, figurative—by which poems express their meaning, with some attention to critical theory. (Berwind, Hedley, Division III)

283. The Urban Novel A study of the representation of cities in fiction. Topics include: the relation of the urban novel to gender and class, the pressure of urbanization on the form of the novel, the poetics of the city.

Readings emphasize nineteenth- and twentieth-century novels, and also include historical and theoretical texts. (Bernstein, Division III; cross listed as Growth and Structure of Cities 283)

284. Giving Eurydice a Voice: Women's Poetry and Feminist Poetics

The work of several women poets of the nineteenth and twentieth centuries is considered to bring into focus what might be called a feminist poetic. Poets studied include Elizabeth Barrett Browning, Emily Dickinson, Christina Rossetti, Gertrude Stein, H.D., Gwendolyn Brooks, Adrienne Rich, Anne Sexton, Sylvia Plath, Audre Lorde, Margaret Atwood. (Hedley, Division III)

285. Modern British Drama Readings from Wilde, Shaw, Beckett, Pinter, Stoppard, Orton, Churchill. (R. Burlin, Division III)

287. The Bi-cultural Novel (Women Writers) A close scrutiny of novels written in English by women writers whose literary productions are informed by the tensions between (at least) two languages and two cultures. Novels include texts by Caribbean, Asian-American, African, and African-American women writers. (K. Burlin, Division III; cross listed as Comparative Literature 287)

289. Living Alternatives: Lesbian/Gay Literature in Our Time An introduction to and rich sampling of the varieties of literary production by uncloseted, hence unfurtive, lesbian and gay writers in the U.S., the United Kingdom, and Canada, since 1969. (Kramer, Division III)

291. The Poetics and Politics of the Sublime An exploration of theories of the sublime in classical, early modern, and contemporary versions. As an aesthetic of excess and incommensurability opposed to the orderliness of an aesthetic of beauty, the sublime appears in rhetorical, empirical, and moral versions. Issues of individual moral freedom become entwined with a problematic of representation, as well as with revolutionary politics. The essays will be read in conjunction with a group of sublime poems, passages, and short stories. The readings include works by Longinus, Burke, Kant, Schiller, Shelley, Freud, Benjamin, Bloom, Derrida, Lyotard, and Nancy. (Bernstein, Division III; cross listed as Comparative Literature 291)

292. Introduction to Literary Theory Introduction to the study of literary theory and criticism. Topics vary; recent topics have included feminist literary theory and Marxist critical theory. (staff, Division III)

293. The Play of Interpretation A study of the processes and ends of interpretation in the humanities and social sciences, and a survey of common problems and the attempt to discover common frameworks and approaches to texts. An examination of factors central to interpretation, such as conceptions of text, author, and reader; followed by the exploration of the role of description, metaphor, and writing, as well as such concepts as structure and history; and concluding with a study of the models offered by hermeneutics, structuralism, and post-structuralism. Although the reading is confined to recent texts, these texts point to their origins in earlier writing and raise questions about interpretive issues in other disciplines. (Bernstein, Dostal, Division III; cross listed as Philosophy and Comparative Literature 293)

294. Psychoanalysis and Literary Criticism An exploration of the role of psychoanalysis in literary criticism through the close study of works by Freud and Lacan, as well as by major critics who have incorporated psychoanalytic theory into their works. The readings survey the relation of psychoanalysis to poetics, rhetoric, narration, interpretation, deconstruction, feminism, and film theory. *Oedipus Rex*, *Hamlet*, and *The Turn of the Screw* are included in the readings. (Bernstein; cross listed as Comparative Literature 294)

All courses at the 300 level are limited in enrollment and require permission of the instructor to register.

300, 301. Old English Literature (R. Burlin)

303. Middle English Literature: Romance Readings of short Middle English verse romances, *Sir Gawain and the Green Knight* and Malory's *Works*, with discussion of the problems of generic definition and narrative analysis. (R. Burlin)

323. Tragic Drama of the English Renaissance A study of the formal characteristics of tragic drama of the period; the consideration of cultural implications and the attempt to generate appropriate theoretical discourse through intensive work with selected primary and dramatic texts and ancillary non-dramatic and theoretical material. The precise focus of the course changes from year to year. (Kramer)

324. Advanced Study of Shakespeare Topics vary from year to year; the course supposes significant prior experience of Shakespearean drama and/or non-Shakespeare Renaissance drama. (Kramer)

326. Theaters of Ben Jonson The fullness of Ben Jonson's career as professional dramatist, writer of Court Masques, poet, critic, and translator is studied intensively. In certain years, the focus may alter to set Jonson among his contemporaries. (Kramer)

350. The Romance of the Self A study of the romantic quest for the self in philosophy and literature at the turn of the nineteenth century. Topics include self-identity and poetic vocation, Romantic theories of language and of the sublime, the emergence of new modes of writing, and the relation between philosophy and literature in light of both traditional distinctions and contemporary questioning of those distinctions. Authors include Wordsworth, Shelley, Keats, Schiller, Kleist, Novalis, and Holderlin; Hume, Kant, Fichte, Barthes, Benjamin, Bloom, de Man, and Foucault. (Bernstein, K. Wright; cross listed as Comparative Literature 350)

352. Romanticism and Interpretation Problems of interpretation from such perspectives as language, myth, and the aesthetics of the sublime in the work of writers in the Romantic tradition. Readings from Coleridge, Wordsworth, Shelley, Keats, Mary Shelley, and Emily Brontë, as well as Romantic and contemporary literary theory. (Bernstein; cross listed as Comparative Literature 352)

357. Readings in Thomas Hardy A study of Hardy's short fiction, novels, critical essays, autobiography, lyrics, and drama with emphasis on the unity of imagination underlying the variety of expressions. (Dean)

358. Women of Talents. The special emphasis of this course is on identifying and defining "female aesthetics" and associated ethics. Focus is on such issues as why and where women write; how women dramatize (or make graphic through verbal paintings) the special nature of their creative processes or acts of imagination; the existence and subversion of traditions; the acts of criticism implicit in the resistance to closure, to "frames" and "framing"; the scrutiny of fictive art galleries that overthrow received aesthetics. Finally, we study the theory (and its possible consequences) that the only authentic acts of art are the result of a special kind of "embodiment" or "incarnation" of the artist. Readings are probably drawn from novels by Cisneros, Drabble, Kingston, Kincaid, Lessing, Munro, Woolf, short stories by multi-cultural writers in English, essays about writing and painting by women, appropriate theory. (staff)

364. Writing Democracy: The Melville-Whitman Debate An intensive reading of texts by Melville and Whitman, chosen to reveal their political sympathies and opinions, their changing sense of the American public, their aesthetic strategies, and their shifting perceptions of the ideal of "equal human worth" that both were committed to imaginatively. Readings include *Moby Dick* and *Leaves of Grass* as well as the less well known genres in which each worked (private letters, prefaces, essays, poems by Melville; prose fiction by Whitman). (Dean)

365. Writing Lives: American Autobiographies Over Three Centuries A study of a dozen autobiographies that represent American "lives in the making" and that throw into question familiar definitions for "authors," "text," "audience," "self," "other," "subject," "insider/outsider," "American," "literature," and especially, "autobiography." Texts include autobiographies of Mary Rowlandson and John Woolman, Frederick Douglass and Linda Brent, Alice James and Henry Adams, Mamie Pinzer, Black Elk, Richard Wright, Zora Neal Hurston, Mary McCarthy, Norman Mailer, Robert Pirsig, Philip Roth, and an autobiography of the student's own choosing. (Dean)

368. Faulkner and the Writers of the Southern Renaissance A study of Faulkner's major novels, with particular emphasis on novels such as *Light in August*, *Absalom, Absalom!*, and *Intruder in the Dust* that deal with black-white race relations in the South. (Nicholas)

371. The Development of Modern Poetry The background and early stages of modern poetry, including Imagism and its offshoots. Readings in the early work of Yeats, Pound, Eliot, and William Carlos Williams, and some discussion of the French poetry that influenced them (competence in French helpful but not essential). (Jackson)

375. W. B. Yeats and Wallace Stevens A study of the relationship between the poetic techniques and critical theories of two modern "philosophical" poets. (Berwind)

376. Joyce and Lawrence A consideration, through the analysis of several works by each writer, of the literary methods and philosophical and political concepts that underlie their modes of fiction, with some attention to their legacy as demonstrated in the work of such writers as Samuel Beckett and Doris Lessing. (Jackson)

377. James Joyce A study of the works of James Joyce, including *Exiles*, the poetry and the four prose narratives, which attempts to place Joyce in his own cultural milieu and in the development of modernism and to apply to his work various critical styles, from Kenner to Kristeva, Cixous, and McCabe. (Jackson, Berwind)

380. Landscape Art in Cultural Perspective This course explores through selected instances some of the arts of literary landscape, paying particular attention to cultural factors which shape the perception, representation, manipulation, and appreciation of landscapes. What this means in practical terms is learning to "read" the culturally encoded meanings—and the stresses, both aesthetic and ideological—embodied in landscapes and to understand the evolution of landscape art within the larger rhythms of cultural history. (Briggs; cross listed as Comparative Literature 380)

382. Theater and Society A study of dramatic tradition, stagecraft, and theatrical power, both on and off stage, in various historical periods and settings. Topics include not only plays and players, but also the influence of dramatic ways of thinking and imagining upon non-dramatic literature (satire, biography, journalism, the novel) and upon public ceremonials generally. (Briggs)

384. Theories of Fiction A study of narrative structure and rhetoric, focusing on the models presented in structuralism and poststructuralism, psychoanalysis, and cultural critique. Authors include: the Russian formalists, Todorov, Barthes, Derrida, Freud, Lacan, Kristeva, Lukacs, Bakhtin, Benjamin, Jameson, Lyotard. (Bernstein; cross listed as Comparative Literature 384)

387. Allegory in Theory and Practice Spenser's *Faerie Queene* is studied for half the semester, for access to the allegorical mode of the Middle Ages and the Renaissance; a working knowledge of several different themes of allegory is developed; nineteenth- and twentieth-century allegories include *The Scarlet Letter*, *The Crying of Lot 49*, and *Invisible Man*. (Hedley)

389. Theories of Poetry A study of the major ways modern criticism has approached literature, including the psychological approach of Coleridge, the moral approach of Matthew Arnold, quasi-scientific and "systematic" criticism of such thinkers as Susanne Langer, R. G. Collingwood, and Jacques Derrida. The later part of the course will consider the bearing of language theory on literary problems. (Jackson)

393. Interpretive Strategies The study of a group of theoretical works that are not themselves conventional literary critical texts, in order to discover new perspectives for the interpretation of literature. Nineteenth- and early twentieth-century foundations in the writings of Freud, Nietzsche, and Saussure, followed by works that engage in forms of dialogue with the earlier texts; writers include Barthes, Benjamin, Derrida, Foucault, and Lacan. (Bernstein; cross listed as Comparative Literature 393)

399. Independent Work: The Senior Essay Planning for the senior essay is normally done in the semester prior to the student's final semester, when the essay is written. (staff)

403. **Supervised Work** Advanced students may pursue independent research projects. Consent of the instructor and the major adviser is required. (staff)

Haverford College offers the following courses in English:

- 192a. Fiction Writing
- 210a. Understanding Poetry
- 215a. Introduction to Linguistics for Students of Literature
- 218a. The Western Dramatic Tradition
- 258a. The Novel
- 259a. Victorian Literature
- 260a. In the American Grain: Traditions in North American Literature
- 263a. National Narratives: American Literature 1873-1945
- 273a. Modern British Literature: "An Energy of Profusion, An Energy of Line": Modernist Movement, 1900-1920
- 278a. Contemporary Women Writers
- 282a. Representing Native Americans
- 283a. Narratives of Interpretation (English/Comparative Literature)
- 290a. History of Literary Criticism (Plato to Shelley)
- 299a. Junior Seminar
- 325a. Topics in Shakespeare: Shakespeare, Marlowe, and the Subject of Performance
- 347a. Gender, Sexuality, and Representation in Eighteenth-century European Novels
- 354a. Topics in Nineteenth-century British Literature: Poverty and Its Representation in Victorian England
- 356a. Topics in British Literature: Remembrance and Mourning: Literature of the Great War
- 364a. Topic in American Literature: Melville, Stowe, and Hawthorne
- 377a. Topics in Third World Literature: Postcolonial Literature and Postmodernism

FINE ARTS

At Haverford College

Professors:

Charles Stegeman, Academie Royale des Beaux Arts (Brussels),
Chairman

R. Christopher Cairns, M.F.A.

William E. Williams, M.F.A.

Visiting Assistant Professor:

Kevin Tuttle, M.F.A.

The fine arts major at Haverford is complemented with graphics courses offered at Bryn Mawr. The aims of the courses in fine arts are dual. For students not majoring in fine arts these courses aim to develop the visual sense to the point where it increases human perception, and to

present the knowledge and understanding of all art forms and their historical context. For students intending to major in fine arts these courses are also intended to promote thinking in visual terms and to foster the skills needed to give expression to these in a form of art.

Fine arts majors are required to concentrate in either painting, sculpture, photography, or graphics. Fine arts 101; two 200-level courses outside the area of concentration; two 200-level and one 300-level course within the area of concentration; 499; three history of art courses to be taken at Bryn Mawr are required.

Honors are awarded to majors who show exceptionally high attainment in their course work and whose final exhibition is of superior quality.

101. Fine Arts Foundation Program Drawing, painting, photography, sculpture, graphic arts. Each subject is an introductory course dealing with the formal elements characteristic of the particular discipline as well as the appropriate techniques. Part of the work is from life model in drawing, painting, and sculpture. The course is structured so that students experience the differences as well as the similarities between the various expressions in art, thus affording a "perspective" insight into the visual process as a basis for artistic expression. (staff, Division III)

231a, b. Drawing (2-D) All Media Various drawing media such as charcoal, conté, pencil, ink, and mixed media; the relationship between media, techniques, and expression. Students are exposed to problems involving space, design, and composition as well as "thinking" in two dimensions. Part of the work is from life model. Prerequisite: Fine Arts 101 or permission of instructor. (Stegeman, Division III)

233a, b. Painting: Materials and Techniques Thorough examination of the problems of form, color, texture and their relationships; influence of the various painting techniques upon the expression of a work; the characteristics and limitations of the different media; control over the structure and composition of a work of art; and the relationships of form and composition, color and composition. Prerequisite: Fine Arts 101 or permission of instructor. (Stegeman, Division III)

241a, b. Drawing (3-D) All Media Treatment in essence of the same problems as Fine Arts 231a, b. However, some of the drawing media are clay modeling in half-hour sketches; the space and design concepts solve three dimensional problems. Part of the work is done from life model. Prerequisite: Fine Arts 101 or permission of instructor. (Tuttle, Cairns, Division III)

243a, b. Sculpture: Materials and Techniques The behavior of objects in space, the concepts and techniques leading up to the form in space, and the characteristics and limitations of the various sculpture media and their influence on the final work; predominant but not exclusive use of clay modeling techniques; fundamental casting procedures. Part of the work is done from life model. Prerequisite: Fine Arts 101 or permission of instructor. (Tuttle, Cairns, Division III)

251a, b. Photography: Materials and Techniques The use of photography to record and express information and emotion; basic camera techniques

French and French Studies

and black/white processing with emphasis on the creation of prints.
Prerequisite: Fine Arts 101 or permission of instructor. (Williams, Division III)

In the following Experimental Studio courses, the advanced student is encouraged to try new ideas and develop a personal expression based on a sound knowledge of drawing, painting, sculpture, photographic, or lithographic techniques.

331a, b. Experimental Studio (Drawing) Prerequisite: Fine Arts 231a or b or permission of instructor. (Stegeman)

333a, b. Experimental Studio (Painting) Prerequisite: Fine Arts 233a or b or permission of instructor. (Stegeman)

341a, b. Experimental Studio (Drawing) Prerequisite: Fine Arts 241a or b or permission of instructor. (Tuttle, Cairns)

343a, b. Experimental Studio (Sculpture) Prerequisite: Fine Arts 243a or b or permission of instructor. (Tuttle, Cairns)

351a, b. Experimental Studio (Photography) It is expected that students already have a sound knowledge of painting, sculpture, or photography techniques, and are at the stage where personal expression has become possible. Prerequisite: Fine Arts 101, 251 and permission of instructor. (Williams)

499. Senior Departmental Studies (staff)

For fine arts at Bryn Mawr, see Arts Program, page 214.

FRENCH AND FRENCH STUDIES

Professors at Bryn Mawr College:

Grace M. Armstrong, Ph.D.

Michel Guggenheim, Ph.D., *Katharine E. McBride Professor*

Catherine Lafarge, Ph.D., *Dean of the Graduate School of Arts and Sciences*

Mario Maurin, Ph.D., *Eunice Morgan Schenck 1907 Professor*

Associate Professor at Bryn Mawr College:

Michel Viegnes, Ph.D.

Assistant Professors at Haverford College:

Koffi Anyinéfa, Ph.D.

Jacques-Jude A. Lépine, Ph.D., *Chairman and Major Adviser*

Senior Lecturer at Bryn Mawr College:

Janet Doner, Ph.D.

Visiting Assistant Professor at Haverford College:

Duane Kight, Ph.D.

Bryn Mawr College

Lecturer at Bryn Mawr College:
Roseline Cousin, M.A.

Instructor at Bryn Mawr College:
Florence Echtman, M.A.

Affiliated Faculty:

Alain Silvera, Ph.D., *Professor of History*, at Bryn Mawr College

The two-college Department of French combines the faculties of Haverford and Bryn Mawr Colleges to offer a unified program and a variety of courses and major options. The purpose of the major in French is to lay the foundation for an understanding and appreciation of French culture through its literature and language, the history of its arts, its thought, and its institutions. Course offerings are intended to serve those with particular interest in French literature, literary theory, and criticism, as well as those with particular interest in French and French-speaking lands from the perspective of history, culture, and political science. A thorough knowledge of French is a common goal for both programs, and texts in French are central to the program focusing on French history and culture (interdisciplinary concentration), as well as to the literary specialization (literature concentration).

In the 100-level courses, students are introduced to the study of French literature and culture, and special attention is given to the speaking and writing of French; 200-level courses treat French literature from the beginning to the present day. In these courses, students whose command of French is inadequate are expected to attend regular sessions devoted to special training in speaking and writing French. Three 200-level courses are devoted to advanced language training, with practice in spoken as well as in written French.

Advanced (300-level) courses offer detailed study either of individual authors, genres, and movements (literature concentration) or of particular periods, themes, and problems in French culture (interdisciplinary concentration). In both tracks, students are admitted to advanced courses after satisfactory completion of two semesters of 200-level courses in French.

Students in all courses are encouraged to make use of the language laboratory. In French 001, 002, 003, 004, 005, 212, 260, and 262, the use of the laboratory and intensive oral practice in small groups directed by a department assistant form an integral part of the course. French majors find it valuable to supplement the work done at Bryn Mawr and Haverford by study abroad either during the summer at the *Institut* in Avignon or during the sophomore or junior year.

All students who wish to pursue their study of French must take a placement examination upon their entrance at Bryn Mawr and Haverford. Those students who begin French have two options: intensive study of the language in the intensive sections offered at Bryn Mawr (the sequence 001, 002 Intensive Elementary, 005 Intensive Intermediate, and either 102 Introduction to Literary Analysis or 105 Directions de la France contemporaine), or non-intensive study of the language at Bryn Mawr and Haverford in the non-intensive sequence (001, 002; 003, 004; 101, 102 or 105). In either case, students who pursue French to the

200 level are encouraged to take as their first 200-level course either 212 Advanced Training in French or 260 Stylistique et traduction.

Requirements in the major subject are (1) *Literature concentration*: French 101 and 102 or 105, French 212 or 260, four semesters of 200-level literature courses, two semesters of 300-level literature courses, and the two-semester Senior Conference in literature.

(2) *Interdisciplinary concentration*: French 101 and 102 or 105, French 212 or 260; French 291 and 294, the core courses; a minimum of two *civilisation* courses to be chosen among 246, 262, 296, 298, and 325 and two 200- or 300-level French literature courses, with two of these courses chosen at the 300 level; one semester of Interdisciplinary Senior Conference (397), and one semester of Senior Conference in literature (399).

(3) *Both concentrations*: Students placed at the 200 level by departmental examinations are exempted from the 100-level requirements. Occasionally, students may be admitted to seminars in the graduate school. Particularly well-qualified students may undertake work toward the joint A.B./M.A. degree in French. Such a program may be completed in four or five years and is undertaken with the approval of the department and of the dean of the Graduate School of Arts and Sciences.

Undergraduates who have excelled in French by maintaining a minimum grade of 3.6 may, if invited by the department, write an honors thesis during the two semesters of their senior year. Departmental honors may also be awarded for excellence in both the oral and written comprehensive examinations at the end of the senior year.

All French majors are expected to have acquired fluency in the French language, both written and oral. Unless specifically exempted by the department, they are required to take French 212 or 260.

Requirements for a French minor are French 101, 102 or 101, 105, French 212 or 260; and four 200-level or 300-level courses in French literature. At least one course must be at the 300 level. The minor is not available at Haverford.

Students majoring in French may, by a joint recommendation of the deans of the Colleges and the Department of French, be allowed to spend their junior year in France under one of the junior year plans approved by their respective college: those organized by Sweet Briar, BCA, and Wellesley Colleges, and New York University are approved by both Colleges, and additional programs are accepted by Bryn Mawr.

Students wishing to enroll in a summer program may apply for admission to the *Institut d'Etudes françaises d'Avignon*, held under the auspices of Bryn Mawr. The *Institut* is designed for selected undergraduates and graduate students with a serious interest in French culture, most particularly for those who anticipate professional careers requiring a knowledge of the language and civilization of France. The curriculum includes general and advanced courses in French language, literature, social sciences, history, and art. The program is open to students of high academic achievement who have completed a course in French at the third-year level or the equivalent.

Students of French are also encouraged to take advantage of the many opportunities offered on both campuses for immersion in the language and culture of France: residence in the French House in Haffner at Bryn Mawr; the weekly film series; and the weekly Table française at Haffner, Bryn Mawr, and the Dining Center, Haverford.

The Department of French offers a certification program in secondary teacher education. For more information, see the description of Teacher Education in this catalogue.

001, 002. Elementary French The speaking and understanding of French are emphasized particularly during the first semester. The work includes regular use of the language laboratory and is supplemented by intensive oral practice sessions three or four times a week. The course meets in intensive (nine hours each week) and non-intensive (six hours each week) sections. This is a year-long course; both semesters are required for credit. (Cousin, Doner, Echtman, Kight)

003, 004. Intermediate French The emphasis on speaking and understanding French is continued, texts from French literature and cultural media are read, and short papers are written in French. Students use the language laboratory regularly and attend supplementary oral practice sessions. The course meets in non-intensive (three hours each week) sections. This is a year-long course; both semesters are required for credit. (Anyinéfa, Cousin, Echtman, Kight)

005. Intensive Intermediate French The emphasis on speaking and understanding French is continued; literary and cultural texts are read, and increasingly longer papers are written in French. In addition to the three class meetings each week, students develop their skills in an additional group session with the professors and in oral practice hours with assistants. Students use the language laboratory regularly. This course prepares students to take 102 or 105 in Semester II. Open only to graduates of Intensive Elementary French or to students specially placed by the department. (Anyinéfa, Doner)

101, 102. Introduction to Literary and Cultural Analysis Presentation of essential problems in literary analysis by close reading of works selected from various periods and genres (drama, poetry, novels, and short stories). Participation in discussion and practice in written and oral expression are emphasized. This is a year-long course; both semesters are required for credit. (Anyinéfa, Doner, Kight, Lafarge, Maurin, Viegnes, Division III)

105. Directions de la France contemporaine An examination of contemporary society in France and Francophone cultures as portrayed in recent literature and film. Emphasizing the tension in contemporary French-speaking societies between tradition and change, the course focuses on subjects such as family structures and the changing role of women, cultural and linguistic identity, an increasingly multiracial society, the individual and institutions (religious, political, educational), and *les loisirs*. In addition to the basic text and review of grammar, readings are chosen from newspapers, contemporary literary texts, magazines, and they are complemented by video materials. Offered in Semester II. Prerequisite: French 005 or 101. (Anyinéfa, Cousin, Kight, Division III)

201. Le chevalier, la dame et le prêtre: littérature et publics du Moyen Age A study, through selected works read in modern French version, of the principal literary genres of medieval literature: saint's life, epic, *lai*,

roman courtois, *fabliau*, lyric poetry, religious and secular drama, and historical romances. (Armstrong, Division III)

202. La Renaissance A study of the development of Humanism, the concept of the Renaissance, and the Reformation. The course focuses on representative works, with special attention given to the prose of Rabelais and Montaigne, the *Conteurs*, the poetry of Marot, Scève, the *Pléiade*, and d'Aubigné. (Lépine, Division III)

203. Le Grand Siècle Representative authors and literary movements placed within their cultural context, with special attention to development of the theater (Corneille, Molière, and Racine) and women writers of various genres. (Lépine, Division III)

204. Le Siècle des lumières Representative texts of the Enlightenment and the pre-Romantic movement, with emphasis on the development of liberal thought as illustrated in the *Encyclopédie* and the works of Montesquieu, Voltaire, Diderot, and Rousseau. (Guggenheim, Lafarge, Division III)

205. Du Romantisme au Naturalisme: Studies in French Prose From Chateaubriand and Romanticism to Zola and Naturalism, a study of selected novels and plays. (Maurin, Viegues, Division III)

206. Les maîtres de l'époque moderne: missionnaires et cannibales A study of selected works illustrating the principal literary movements from the turn of the century to the present. Gide, Proust, Valéry, Claudel; Surrealism, Existentialism, the Theater of the Absurd, the New Novel. (Guggenheim, Maurin, Division III)

208. Nineteenth-century Lyric Poetry The lyrical rebirth of the nineteenth century: Vigny, Hugo, Baudelaire, Rimbaud, Verlaine, Mallarmé. (Maurin, Division III)

212. Advanced Training in French Language A general review of the most common difficulties of the French language, with intensive drill in syntax patterns and vocabulary. Practice in composition, conversation, and diction. (Cousin, Guggenheim, Lépine)

215. Solitaires et étrangers du Grand Siècle aux Temps Modernes This course focuses on the individual (Molière's misanthrope, the picaresque hero, the romantic egotist, Camus' stranger, and Beckett's vagabond), from withdrawal or reverie to alienation and/or revolt, in quest of identity as seen in works representing a variety of interactions with society. (Guggenheim, Division III)

216. Le Rire This course examines laughter and its role in French literature through the ages. The universals of the comic tradition—recurrent techniques, stock characters, evergreen themes—as well as their adaptation within a particular context, whether social, political, historical, or literary, are considered. Works are selected from different periods (medieval through twentieth century), from different genres (drama, tales, novels, poetry), and for the twentieth century, from two media (print and film). (Doner, Division III)

246. Medieval Women A study of women in selected societies of medieval Europe (from Rome to Early Renaissance) with particular attention to the historical activities and literary portrayal of women in the twelfth century. May be offered for French track II major. In English. (Armstrong and Brand, Division III; cross listed as History 246)

260. Stylistique et traduction Intensive practice in speaking and writing. Conversation, discussion, advanced training in grammar and stylistics, translation of literary and non-literary texts, and original composition. (Armstrong, Doner, Vieignes)

262. Débat, discussion, dialogue This advanced course in oral communication seeks to develop students' linguistic skills in narration, hypothesizing, persuasion or counselling, debate, negotiation, etc. Such skills will be nurtured through enrichment of vocabulary, reinforcement of accuracy in manipulation of complex grammatical structures, and enhancement of discursive strategies. The authentic material (both print and film) which serves as the basis of analytical discussion will reflect issues of contemporary importance; for example, France and Third World Francophone countries, Europe of 1992. Prerequisite: 212 or 260. (Lépine, Vieignes)

280. Analyses sémiologiques de la culture française An introduction to semiotics and semiotic analysis through a study of French cultural life. An initial overview of semiotic theories (Saussure, Pierce, Jakobson, Benveniste) will provide a basis for interpreting various aspects/products of French civilization: sports, art, fashion, advertising, film, and architecture (readings in Barthes, Eco, Marin, Metz, etc.). The course concludes with a discussion of semiotic/structuralist approaches to the literary text, with specific analyses of the *conte* in French/Francophone tradition. (Vieignes, Division III)

291. La Civilisation française A survey of French cultures and society from the Revolution to de Gaulle's Republic; conducted in French. Prerequisites: French 101 and 102 or 105. Conducted in French; serves as one of the introductory courses for the interdisciplinary concentration. (Vieignes, Division III; cross listed as History 291)

294. La Civilisation française: les origines This course studies the historical development of French civilization from its medieval origins to the end of Louis XIV's reign. Emphasis on the interconnections among politics, history of ideas, and aesthetics. Among topics of particular importance treated in this course are: romanesque vs. Gothic art and architecture, medieval theocentrism vs. Renaissance humanism, and the political, scientific, and philosophical foundations of French Classicism. Serves as one of the introductory courses for the interdisciplinary concentration. Conducted in French. Prerequisites: French 101 and 102 or 105. (Vieignes, Division III)

296. Littérature, Histoire, et société de la Renaissance à la Révolution A study of the historical background of French literature and the evolution of French society, as seen in a selection of poems, plays, novels, essays, memoirs, letters, and public addresses, from Rabelais to Robespierre. Conducted in French. (Guggenheim, Division III)

298. La France depuis 1945 An in-depth analysis of contemporary France, at a more advanced level than 105. Goes back to 1945 to explore the political, social, and cultural foundations of today's France. The course examines the main historical events (reconstruction after World War II, the colonial wars in Indochina and North Africa, De Gaulle's foundation of the Fifth Republic, the socialist experiment in 1981), and the history of ideas (the Sartre-Camus opposition, structuralism, theoretical trends in literature, cinema, and the theater). Includes an introduction to the cultural variety of Francophonie. (Viegnes, Division III)

302. Le printemps de la parole féminine: femmes écrivains des débuts This study of selected women authors from the French Middle Ages, Renaissance, and Classical period—among them Marie de France, the *trobairitz*, Christine de Pisan, Marguerite de Navarre, and Madame de Lafayette—will examine the way in which they appropriate and transform the male writing tradition and define themselves as self-conscious artists within or outside it. Particular attention will be paid to identifying recurring concerns and structures in their works and to assessing their importance to female writing: among them, the poetics of silence, reproduction as a metaphor for artistic creation, sociopolitical *engagement*. (Armstrong, Division III)

306. Le roman au XVIIIe siècle A close study of works representative of the eighteenth-century French novel, with special attention to the memoir novel (Marivaux and Prévost), the philosophical novel (Diderot and Voltaire), and the epistolary novel (Rousseau, Laclos, and Rétif de la Bretonne). (Lafarge, Division III)

308. Baudelaire A study of the *Fleurs du Mal* and the *Petits Poèmes en prose*, with emphasis upon the *modernité* of themes and techniques. Attention is also given to the *Paradis artificiels* and a selection of Baudelaire's critical writings as primary sources of later definitions of the nature and function of the symbol in poetry and other arts. (Maurin, Division III)

311. Le Théâtre du vingtième siècle A close examination of selected works of major French dramatists from Claudel to Beckett and Genet, with emphasis on the dialectic of heroism and nihilism, tradition and revolt in the vision of the theater as an art form, and innovative techniques of stagecraft. Special attention is given to twentieth-century adaptations of Greek myths, the influence of surrealism and existentialism, *le théâtre de l'absurde*, and the diversity of the contemporary *avant-garde*. (Guggenheim, Division III)

312. Advanced Topics in French Literature (Anyinéfa, Lépine, Division III)

315. Femmes écrivains du XIXe et du XXe siècle: George Sand, Colette, Simone de Beauvoir A study of the fiction of these three major women writers, each of whom addressed some of the issues of feminism, but were more largely concerned with the problem of identity at the height of the Romantic era, *La Belle Epoque*, and the Age of Existentialism. (Maurin, Division III)

325. Etudes avancées de civilisation An in-depth study of a particular topic, event, or historical figure in French *civilisation*. The conference

topic will rotate among the following subjects: La Révolution française: histoire, littérature et culture; L'Environnement naturel dans la culture française; Ethique et littérature en France; Victor Hugo—témoin du dix-neuvième siècle. (Viegnes, Division III)

350. Voix médiévales et échos modernes A study of selected nineteenth- and twentieth-century works inspired by medieval subjects, such as the Grail and Arthurian legends or Eve-Mary typology, and by medieval genres, such as the *chanson de geste*, the saints' lives, or the miracle play. Included are works by Hugo, Flaubert, Claudel, Anouilh, France, Suarès, Bonnefoy, Genevoix, Gracq, Yourcenar. (Armstrong, Division III)

353. Autobiographies de Chateaubriand à Sartre Texts representative of the genre such as Chateaubriand's *Mémoire d'Outre-Tombe*, Stendhal's *La Vie de Henry Brulard*, Vallès' *L'Enfant*, Colette's *Sido*, and Sartre's *Les Mots*. (Guggenheim, Maurin, Division III)

355. Variations sur le récit moderne: ruses et ressources An intensive study of problems in narrative techniques as found in representative examples of romance, novel, *nouvelle*, and short story, with emphasis on the handling of narrative time, the role of the narrator, and the fictional modes of chronicle, diary, *mémoires*, and epistolary novel. (Armstrong, Guggenheim, Division III)

397. Interdisciplinary Senior Conference Exploration of the relationship between literature, political theory, historiography, and art in one of the following courses (312, 325) completed by a research paper. This interdisciplinary senior conference is followed by one semester of Senior Conference in Literature. (Anyinéfa, Viegnes)

398, 399. Senior Conference in Literature A weekly seminar on representative works of French literature and the critical response to them followed at the end of the year by an oral explication of a French literary text and a four-hour written examination. One research paper each semester. (Lépine, Armstrong)

Courses which may be offered by current faculty as student interest and circumstances permit:

207. The Novel from Laclos to Proust

220. Surréalisme et dadaïsme (Maurin)

295. Paris in the Seventeenth and Eighteenth Century (Lafargé)

301. Le récit courtois (Armstrong)

307. Marivaux et Giraudoux (Lafarge)

309. Du symbolisme au naturalisme (Maurin)

310. Verlaine, Rimbaud (Maurin)

313. Poètes du XXe siècle (Maurin)

352. La Vision de la femme dans la littérature française (Lafarge)

354. Ecrivains engagés de Montaigne à Sartre (Guggenheim)

History 355b. Topics in Early Modern European History: The French Revolution (at Haverford) May be offered for French track II major.

GEOLOGY

Professors:

Maria Luisa Crawford, Ph.D., *William R. Kenan, Jr. Professor and Major Adviser*

William A. Crawford, Ph.D.

Lucian B. Platt, Ph.D.

William Bruce Saunders, Ph.D., *Chairman*

Visiting Assistant Professor:

Keddy Yemane, Ph.D.

The department seeks to make students more aware of the physical world around them and of its development through time. The subject includes a study of the materials of which the earth is made; of the physical processes which have formed the earth, especially near the surface; of the history of the earth and its organisms; and of the various techniques necessary to investigate earth processes and history. Each introductory course is designed to cover a broad group of topics from a different perspective. Students may elect any of the 100-level courses, except that 103: Environmental Geology may not be taken after 101: Physical Geology. Geology borrows widely from its sister sciences, using many disciplines to investigate problems of the earth. Fieldwork is an essential part of geologic training and is part of many classes and of most independent research projects.

Fourteen courses are required for the major: Geology 101 or 103, 102, 201, 202, 203, 204, and 205; two courses each in two of the following: chemistry, mathematics, physics; Geology 403; and either a minimum of two advanced geology courses or one advanced geology course and an additional upper level course in chemistry, mathematics, or physics. Students interested in Environmental Studies may choose to major in Geology. Such students should include the following courses in their major plan: 103, 201, 202, 204, 205, 302 and 306; Mathematics 104; Biology 101; and at least three semesters of Chemistry. Appropriate allied courses include Political Science 222. A minor in geology consists of Geology 101 or 103, 102 and any four of the following: Geology 201, 202, 203, 204, 205, or 236.

Additional courses in the allied sciences are strongly recommended and are required by most graduate schools. A student who wishes to follow a career in geology should plan to attend a summer field course, usually following the completion of the 200-level courses.

All geology majors undertake a research project (Geology 403) in the fall or spring semester of the senior year. A student may elect to do a longer, two-semester project with the approval of the research adviser. Honors are awarded to students who have outstanding academic records in geology and allied fields, and whose research is judged by the faculty of the department to be of the highest quality.

101. Physical Geology A study of the materials, structures, and forces in the earth. Both surface and internal processes are covered, with an emphasis on the interactions between these processes using the theory of plate tectonics. Laboratory and field work focus on learning the tools

for geological investigations and applying them to the local area. Three lectures, one afternoon of laboratory or field work a week, and a one-day required field trip on a Saturday. (Platt, Division III)

102. Historical Geology The history of the earth from its beginning and the evolution of the living forms which have populated it. Three lectures, one afternoon of laboratory a week. A required three-day field trip is taken in the late spring. An extra fee is collected for this trip. (Saunders, Division III)

103. Environmental Geology Investigation of the geological processes that shape the earth and the spectrum of human interactions that modify this natural system. Pertinent issues that affect land use and management of the environment are discussed. These include natural geologic hazards, forces that shape the earth's surface, energy sources, waste disposal, and urban planning. Laboratory work focuses on local environmental issues. This course may not be taken after Geology 101. Lecture three hours, laboratory or equivalent field work three hours a week. One Saturday field trip and a required three-day field trip will be taken in the late spring, for which an extra fee is collected. (M. L. Crawford, Division III; cross listed as Growth and Structure of Cities 103)

201. Crystallography and Optical Mineralogy The study of morphological and optical crystallography. Description of the external symmetry of crystalline solids and instruction in the use of the polarizing microscope for use in identifying minerals. Lecture three hours, laboratory three-and-one-half hours a week. Prerequisite: Geology 101 or 103 or Chemistry 101 or 103 and 104. (W. A. Crawford, Division III)

202. Descriptive Mineralogy and Mineral Paragenesis Descriptive and determinative hand specimen and optical mineralogy. The relation between the physical properties of minerals and their structures and chemical composition. The occurrence and typical associations of minerals. Lecture three hours, laboratory three-and-one-half hours a week. Prerequisite: Geology 201. (W. A. Crawford, Division III)

203. Invertebrate Paleontology A systematic survey of animal groups in geologic time, with emphasis on their morphology, ecology, and evolution. Lecture three hours, laboratory three hours a week. Prerequisites: Geology 101 or 103, and 102 or permission of instructor. (Saunders, Division III)

204. Structural Geology Recognition and description of deformed rocks; map reading; introduction to mechanics and patterns of deformation. Lecture three hours, laboratory or field work three hours a week. Prerequisites: Geology 101 or 103, 102, and Mathematics 101. (Platt, Division III)

205. Stratigraphy/Sedimentation Principles, theory, and criteria for recognition of processes of formation of sedimentary rocks. Principles and practice of stratigraphy. Environments of deposition, stratigraphic correlation, basin analysis. Three lectures and three hours of laboratory a week, and several field trips. Prerequisites: Geology 101 or 103, and 102 or permission of instructor. (staff, Division III)

236. Evolution The development of evolutionary thought is generally regarded as the most profound scientific event of the nineteenth century. Although its foundations are primarily in biology and geology, the study of evolution and its implications extends to many disciplines. This course emphasizes the nature of evolution in terms of process, product, patterns, historical development of the theory, and its application to interpretations of organic history. Prerequisites: a 100-level science course or permission of instructor. (Saunders, Gardiner, Davis, Yarczower, Schull; cross listed as Anthropology, Biology, and Psychology 236)

301. Geochemistry of Crystalline Rocks Principles and theory of various aspects of geochemistry to include elementary thermodynamics and phase diagrams, an introduction to isotopes, and applications of chemistry to the study of igneous and metamorphic rocks. Three lectures per week, occasionally augmented by field work. Prerequisites: Geology 201, 202, and Chemistry 101 or 103, and 104 or permission of instructor. (W. A. Crawford)

302. Low Temperature Geochemistry The geochemistry of natural waters. Emphasis is on low-temperature water-rock interactions. Fundamental principles are applied to natural systems with particular focus on chemical sediments, diagenesis, and environmental chemistry. Three hours of lecture per week, a laboratory project, and two weekend field trips. Prerequisites: Geology 201, 202, and Chemistry 103, 104 or permission of instructor. (staff)

303. Advanced Paleontology Principles, theory, and application of various aspects of paleontology such as evolution. Three lectures, three hours of laboratory a week (with occasional field work). Prerequisite: Geology 203 or permission of instructor. (Saunders)

304. Tectonics Plate tectonics and continental orogeny are reviewed in light of the geologic record in selected mountain ranges and certain geophysical data. Three lectures and three hours of laboratory or field work a week. Prerequisite: Geology 204. (Platt)

305. Igneous and Metamorphic Petrology The origin, mode of occurrence, and distribution of igneous and metamorphic rocks. The focus is on the experimental and field evidence for interpreting rock associations and the interplay between igneous and metamorphic rock genesis and tectonics. Three lectures and three hours of laboratory or equivalent field work a week. Occasional weekend field trips. Prerequisites: Geology 201, 202, and Chemistry 101 or 103, and 104. (M. L. Crawford)

306. Sedimentology Advanced study of physical sedimentary processes and the petrology of sedimentary rocks. Origin of siliciclastic deposits with emphasis on depositional modes and facies complexes; a brief introduction to carbonate and chemical deposits. Three lectures and three hours of laboratory or equivalent field work a week, with occasional weekend field trips. Prerequisites: Geology 201, 202 and 205, or permission of instructor. (staff)

308. Principles of Economic Geology An introduction to the formation, localization, and exploitation of non-fuel mineral deposits. Three

lectures, three hours of laboratory a week. Prerequisites: Geology 201, 202, and either 301, 302, or 305. (M. L. Crawford)

310. Introduction to Geophysics Equations describing gravity and magnetic fields and the movement mechanisms and paths of seismic waves and heat are discussed. Data obtained using these techniques are applied to regional and whole-earth topics. Three hours of lecture a week. Prerequisites: Mathematics 101, 102 and either Geology 204 or Physics 101, 102. (staff)

312. Quaternary Geology A study of the geology, climate and sea level changes, geomorphological processes, sedimentary sequences, faunal and floral remains, assemblages of human artefacts and anthropogenic developments during the last two million years. This course emphasizes multi-disciplinary approaches in reconstructing environmental changes of the Pleistocene and the consequences for the inhabitants of the planet. Two three-hour lectures and three hours lab a week, plus occasional weekend field trip. (staff)

336. Evolutionary Biology: Advanced Topics A seminar course on current issues in evolution. Discussion based on readings from the primary literature. Topics vary from year to year. One three-hour discussion a week. Prerequisite: Geology 236 or permission of instructor. (Saunders, Gardiner, staff; cross listed as Biology 336)

403. Independent Research An independent project in the field, laboratory, or library culminating in a written report and oral presentation. (staff)

Graduate seminars in the Department of Geology are open to qualified undergraduates with the permission of the instructor, the student's dean, and the dean of the Graduate School of Arts and Sciences.

GERMAN AND GERMAN STUDIES

Associate Professors:

Shelley Frisch, Ph.D., (on leave, 1992-93), at Haverford College
Azade Seyhan, Ph.D., at Bryn Mawr College

Visiting Associate Professor at Haverford College:

Frederick Lubich, Ph.D., *Chairman*

Visiting Assistant Professor at Haverford College:

Susan Ameri, Ph.D.

Affiliated Faculty:

Jane Caplan, Ph.D., *Marjorie Walter Goodhart Professor
of History*, at Bryn Mawr College

Robert J. Dostal, Ph.D., *Rufus M. Jones Professor of Philosophy*,
at Bryn Mawr College

- Carol Hager, Ph.D., *Assistant Professor of Political Science*,
at Bryn Mawr College, (on leave, 1992-93)
Christiane Hertel, Ph.D., *Assistant Professor of History of Art*,
at Bryn Mawr College, (on leave, 1992-93)
Barbara Miller Lane, Ph.D., *Professor of History and Andrew W. Mellon*
Professor in the Humanities, at Bryn Mawr College
John Spielman, Ph.D., *Professor of History*, at Haverford College
Kathleen Wright, Ph.D., *Associate Professor of Philosophy*,
at Haverford College

The two-college Department of German combines the faculty of Haverford and Bryn Mawr Colleges to offer a unified program and a variety of courses and major options. The purpose of the major in German is to lay the foundation for an understanding and appreciation of German culture through its literature and language, through the history of its arts, its thought, and its institutions. Students who concentrate on German literature not only read widely in the works of German-language authors, but also explore the cultural milieu and the sociopolitical setting in which the writers produced their work. Students who concentrate on culture and civilization similarly become familiar with the dominant literary figures in the cultural landscape of any particular time and place. In this sense the two branches of the major overlap and intertwine.

Course offerings are intended to serve both those with particular interest in German literature, literary theory, and criticism, and those with particular interest in German and German-speaking lands from the perspective of history, philosophy, political science, the history of religion, and so forth.

A thorough knowledge of German is a common goal for both major programs, and texts in German are central to a program focusing on German history or philosophy, for example, as well as to a program focusing on German literature.

The German major consists of ten units. Even if a student begins her or his major studies at a level above the 100-level course, she or he must normally complete ten units. All courses at the 200 or 300 level can serve as part of a departmental major program, either in a literature concentration or in a German studies concentration. A literature major normally follows the sequence 201 and/or 202; 214, 215; plus additional courses to complete nine of the ten units, ideally two of them at the 300 level; and finally one semester of Senior Conference. A German studies major normally includes 223, 224; one 200-level course in German literature; three courses (ideally two of these are at the 300 level) in subjects central to aspects of German culture or of German history; and one semester of Senior Conference. In either program, credit toward the major for 101, 102 may be granted, on special request, if a student has begun her or his study of German with 001, 002. Within each concentration consideration must be given to structuring the courses selected so as to achieve a reasonable breadth, but also a degree of logical coherence. German majors are encouraged, when possible, to take work in at least one foreign language other than German.

Students majoring in German are encouraged to spend some time in German-speaking countries in the course of their undergraduate studies. Various possibilities are available: summer study, the summer work program sponsored by the Department of German, junior year abroad, or

a single semester of study abroad. Within the departmental course offerings, German 201, 202 (Advanced Training in the German Language) is especially geared toward improving speaking and writing skills.

Any student whose grade point average in the major at the end of the senior year is 3.8 or above qualifies by grade point average alone for departmental honors. Students whose major grade point average at the end of the senior year is 3.6 or better, but not 3.8, are eligible to be discussed as candidates for departmental honors. A student in this range of eligibility must be sponsored by at least one faculty member with whom he or she has done course work, and a minimum of two faculty members must read some of the student's advanced work and agree on the excellence of the work in order for departmental honors to be awarded. In the case of sharp difference of opinion, additional readers will serve as needed.

A minor in German consists of seven units of work. To qualify, students are normally required to take 201 or 202, four additional reasonably coherent units, of which at least one is at the 300 level; 101, 102 may, with the approval of the department, be counted toward the minor; or additional upper-level courses, distributed as suits the individual student's program, may be included within the seven units.

For Bryn Mawr students, participation in the Bryn Mawr program in International Economic Relations is possible (see page 228). For students of both colleges, guest participation in the Princeton University German Summer Work Program is a possibility. Under this program, jobs that pay a living wage are arranged in the German-speaking countries during the summer months. Students of German are also encouraged to take advantage of the many opportunities offered on both campuses for immersion in the language and culture of the German-speaking countries: the total immersion workshop in German held in August at Haverford; residence in Haffner at Bryn Mawr; the German film series; the weekly Stammtisch.

001, 002. Elementary German: Intensive Meets five hours a week with the regular class instructor, two with student drill instructors. This is a year-long course; both semesters are required for credit at Bryn Mawr. Each semester carries 1.5 units of credit. (staff)

001, 002. Elementary German Meets three hours a week with the individual class instructor, two with student drill instructors. This is a year-long course; both semesters are required for credit. (staff)

003, 004. Intermediate German Thorough review of grammar, exercises in composition, oral practice, and specially selected readings for students who have had the equivalent of two years of high school German and for those who are not adequately prepared to take German 101. (staff)

010, 011. German for Reading Knowledge For students who wish to acquire the fundamentals of German grammar and a reading knowledge of the language. Does not meet the language requirement. (Cary)

101, 102. Advanced Intermediate German Thorough review of grammar, with continued practice in speaking and writing. Reading and discussion of selected works pertinent to the literature and culture of

the German-speaking lands. Two semesters; each can be taken independently, both are recommended. (staff, Division III)

201, 202. Advanced Training in the German Language Emphasis on improving ability to communicate in German, both spoken and written, for students who already have a good grasp of the language. Materials chosen from contemporary cultural and political events in the German-speaking lands, newspapers, films, public debate, new literary works, and German-language media programming. Two semesters; each can be taken independently, both are recommended. (Ameri)

205, 206. Introduction to Genre Studies Introduction to the fundamentals of literary history through discussion of various genres. Two semesters; each can be taken independently. (staff, Division III)

208. Lyric Poetry: Women Poets A focused reading of twentieth-century women poets writing in the German language, with attention to the sociocultural implications of the significant participation by twentieth-century women in the German lyrical tradition. (staff, Division III)

212. Readings in German Intellectual History Reading and discussion of major texts in German intellectual history, introducing representative works of Lessing, Kant, Hegel, Marx, Nietzsche, and Freud. Emphasis on students' developing a facility in the reading of non-fiction texts and of gaining a command of basic vocabulary and concepts of the humanistic disciplines in German-speaking countries. Readings in German, other work in English. (Seyhan, Division III)

214, 215. Survey of Literature in German: Canons and Institutions A study of the major periods of literature in German within a cultural and historical context, including representative texts for each period. (Division III)

223, 224. Topics in German Cultural Studies (Division III)

262. Film and the German Literary Imagination An overview of cinematic "translations" of literary works in a cultural and historical context. (Frisch, Division III)

299. Marginality in German Society The representation of marginalized groups in German-language literary texts and their sociopolitical contexts. (Frisch, Division III)

303. Modern German Prose An advanced seminar on topics in twentieth-century German prose. (Division III)

305. Modern German Drama Selected plays of major West and East German, Austrian, and Swiss playwrights. (Division III)

320. Topics in German Literature Semester I: Romantic literary theory and literary modernity. (Seyhan, Division III)

321. Topics in German Literature (Division III)

399. **Senior Conference** Topics chosen in consultation with students majoring in German. (Seyhan)

403. **Independent Study** (staff)

In addition to courses geared to the study of German language, culture, and civilization which are given by members of the Department of German faculty, courses given by members of other departments may be offered in cooperation with the Department of German and designed in such a way that students concentrating on German studies can earn major or minor credit for them. This is particularly true of courses in philosophy and history, and occasionally true of courses in other departments.

The following courses at Bryn Mawr are offered in cooperation with the German department:

History 247, 248. **Germany, 1815 to the Present**

History 319. **Topics in European History: National Socialism and Modern Germany**

Philosophy 330. **Kant**

Philosophy 331. **Hegel**

The following Haverford courses are offered in cooperation with the Department of German:

History 225. **Europe Since 1789**

History 227. **The Age of Absolutism**

Philosophy 226. **Nineteenth-century Philosophy**

Philosophy 227. **Nietzsche**

Philosophy 229. **Wittgenstein**

Philosophy 230. **Twentieth-century Continental Philosophy**

Philosophy 302. **Kant**

Philosophy 303. **Hegel**

GREEK

Professors:

Gregory W. Dickerson, Ph.D.

Richard Hamilton, Ph.D., *Paul Shorey Professor and Chairman and Major Adviser*

Mabel L. Lang, Ph.D., *Katharine E. McBride Professor*

Assistant Professor of Greek and Latin:

T. Corey Brennan, Ph.D.

The department's sequence of courses in the ancient Greek language is designed to acquaint the students with the various aspects of Greek culture through a mastery of the language and a comprehension of Greek history, mythology, religion, and the other basic forms of expres-

sion through which the culture developed. The works of poets, philosophers, and historians are studied both in their historical context and in relation to subsequent Western thought. In addition the department regularly offers one or more courses on Greek history, myth, literature, or religion for which knowledge of the Greek language is not required.

Requirements in the major are 001, 002, 101, 104, 201, 202, 303 and 304. Also required are three courses to be distributed as follows: one in Greek history, one in Greek archaeology, and one in Greek philosophy. The major is completed with two comprehensive examinations: one in sight translation from Greek to English and one in Greek literature and history.

Prospective majors in Greek are advised to take Greek 001 and 002 in the freshman year. For students entering with Greek there is the possibility of completing the requirements for both A.B. and M.A. degrees in four years. Qualified seniors may undertake independent research leading to a degree with honors. Those interested in pursuing advanced degrees are advised to have a firm grounding in Latin.

Requirements for a minor in Greek are 001, 002, 101, 104, 201, and 202. See also majors in Classical Languages and Classical Studies (pages 90-91).

Students of classics are encouraged to consider a term of study during the junior year at the Intercollegiate Center in Rome.

001, 002. Elementary Greek Semester I: Elements of grammar, prose composition, readings from ancient authors and the *New Testament*. Semester II: Plato's *Apology* and *Crito*; sight readings in class from various authors. This is a year-long course; both semesters are required for credit. (Dickerson)

101. Herodotus Book I of Herodotus' *History* and weekly prose composition. (Hamilton, Division III)

104. Homer Several books of the *Odyssey* are read and verse composition is attempted. A short essay is required. (Lang, Division III)

201. Plato and Thucydides The *Symposium* and the history of the Sicilian Expedition. (Brennan, Division III)

202. The Form of Tragedy Euripides' *Bacchae*, Sophocles' *Oedipus Tyrannus*, Aristotle's *Poetics*, and a literary paper. (Dickerson, Division III)

303. Tragic Paradigms in Greek Literature A survey of Greek literature from Homer to Plato, concentrating on tragedy as a thematic, generic, and social construct. Students will be expected to have read the *Iliad* in translation. (Dickerson, Division III)

304. Comic Paradigms in Greek Literature A survey of Greek literature from Aristophanes to Longos, concentrating on comedy as a thematic, social, and generic construct. (Hamilton, Division III)

Courses for which a knowledge of Greek is not required:

History 205. Ancient Greece A study of the Hellenic world from the ninth century B.C. down to Alexander the Great. Emphasis on learning to interpret ancient sources, including historians (especially Herodotus and Thucydides), inscriptions and archaeological and numismatic materials. Particular attention is paid to Greek contacts with the Near East; constitutional developments in various Greek-speaking states; Athenian and Spartan foreign policies; and the "unwritten history" of non-elites. (Brennan, Division III)

General Studies 150. Scapegoats, Outlaws, and Sinners in Fifth-century Athens A study of marginal figures in Athenian literature, religion, and politics, emphasizing the context, causes, and effects of the profanation of the Eleusinian mysteries in 415 B.C. and the trials for impiety of Andocides and Socrates in 400 and 399 B.C., and including a survey of the dramatic literature of the period. Topics include the "holy man," once polluted, now powerful; impiety trials; ostracism; beggars and exiles; pollution; sycophants and the court system. Authors include Sophocles, Euripides, Aristophanes, Thucydides, Xenophon, Lysias, and Andocides. (Hamilton, Division III)

General Studies 160. Reading Greek Tragedy A survey of Greek tragedy introducing students to the major works of Aeschylus, Sophocles, and Euripides and at the same time to some useful interpretative methods currently practiced—Aristotelian, psycho-analytical, structuralist, and feminist. (Hamilton, Division III)

General Studies 211. Masks, Madness, and Mysteries in Greek Religion A review of the ancient evidence, both literary and archaeological, pertaining to the cults of Demeter and Dionysus practiced in ancient Greece, followed by an examination of various modern theories which have been proposed to illuminate the significance of the rites. (Dickerson, Division III)

Haverford College offers the following courses in Greek:

Classics 001. Elementary Greek

Classics 101a. Introduction to Greek Prose

Classics 101b. Introduction to Greek Poetry

Classics 251a, b. Advanced Greek

GROWTH AND STRUCTURE OF CITIES

Professor:

Barbara Miller Lane, Ph.D., *Andrew W. Mellon Professor in the Humanities and Professor of History*

Gary McDonogh, Ph.D., *Katharine E. McBride Visiting Professor and Director*

Lecturer:

Daniela Holt Voith, M.Arch.

In this interdisciplinary major, the student studies the city from several points of view. City planning, art and architecture, history, political science, anthropology, economics, sociology, and geology contribute to the understanding of the growth and structure of cities.

In addition to City 190 and 253, all students must take two introductory urban studies courses; one must be from the following: City 200, 240, 250 or Sociology 218; and the other must have a non-Western focus (for example, City/Economics 232, Sociology 211, City 227). Together these courses provide an overview of the development of urban form and of the elements of urban social structure. It is preferable that at least two of these courses be taken before the junior year.

In addition to these four required courses, each student must select one track for concentration within the major. Each track requires six courses (although in some cases more are recommended). Two must be at the 300 level. The tracks are as follow:

(1) Architectural History: one course each of ancient, European, and modern architecture are required. Students are advised to take a course in history corresponding to a period in which they are interested, and are also advised to prepare themselves appropriately in modern languages. Courses: Archaeology 203, 223, 302, and 324; and History of Art 212, 254, 255, 355, and 377.

(2) Pre-architecture: architecture schools often require preparation in calculus and physics. In addition to these, we require two courses in design, three in the history of architecture, and one in the related social sciences.

(3) Urban Public Policy: microeconomics (Economics 101), urban social problems (Sociology 245), and one statistics course (to be determined in accordance with a student's primary interest) are required. In addition, three courses in economics or sociology must be taken. Selected courses in political science and other fields will also be allowed if they form a coherent course of study. Students selecting this track are encouraged to take, as electives, courses from among the following: Sociology 212, 217, 218, 231, 235, and 330; and Economics 102, 213, 214, 215, 221, 222, 224, 225, 243, and 314.

(4) Independent track: the purpose of the independent track is to allow students to put together an intellectually coherent course of study that falls outside the normal channels. This track is open only to students who have a G.P.A. of 3.0 or higher (at the end of their sophomore year) and must be worked out with the coordinator no later than the registration period in the first semester of the junior year. Examples of the independent track are: environmental/architectural design; environmental/ecological studies; politics and urbanism; and area studies (African, American, Asian, Eastern European, European, Latin American, etc.). They may include upper level (content-oriented) language courses.

A fourth advanced course is required in the senior year. This may take the form of intensive independent research within the context of the Senior Seminar (398 or 399) or, after consultation with the major adviser, the student may elect another 300-level course. An option for independent research (fieldwork or internship) may be exercised at the

discretion of the chairman and is usually carried out in the semester when the Senior Seminar is not being offered.

The program promotes student internships in architecture firms, offices of urban affairs, and regional planning commissions. Students wishing to take advantage of these opportunities should consult with the adviser at the beginning of each semester.

Junior year abroad or off-campus programs are carefully screened by the department. Students interested in spending all or part of a junior year away must consult with the major adviser early in the sophomore year. One recommended program is the Columbia University Two City program. Summer programs in architectural design are also sponsored by Columbia University and Harvard University. Information about these is kept up-to-date in the departmental secretary's office.

Requirements for the minor in the cities program are two out of the four required courses and four cities electives of which two must be at the 300 level. Senior Seminar is not mandatory in fulfilling the cities minor.

Students should note that many courses in the program are given on an alternate year basis. Many also carry prerequisites in economics, history, or art history. Hence, careful planning and frequent consultation with the major adviser are particularly important.

Geology 103. Environmental Geology Study and evaluation of geological processes as they relate to land-use planning, urbanization, and mineral resource use and conservation. Lecture three hours, laboratory or field work three hours a week. (Division III)

City 190. The Form of the City: Urban Form from Antiquity to the Present The city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, politics, planning, and aesthetics—are considered as determinants of urban form. Suggested prerequisites: History 111, 112; or History of Art 101, 102; or Archaeology 101, 102. (staff, Division III; cross listed as History 190)

City 200. Urban Culture and Society The techniques of the social sciences as tools for studying historical and contemporary cities of the world. Topics include political-economic organization, conflict and social differentiation (class, ethnicity, and gender) and cultural production and representation. Both qualitative and quantitative methods are explored. (McDonogh, Division I)

Archaeology 203. Ancient Greek Cities and Sanctuaries A study of the development of Greek city-states and sanctuaries. (Wright, Division III)

Economics 208. Labor Economics at Haverford. (Schaffer, Division I)

Anthropology/Sociology 211. African American Culture and Community An examination of the social development and functioning of the African American community as the embodiment of a unique pattern of experience in American society. The course focuses on a number of issues, including African heritage, racial exclusion, demographic characteristics, and politics. (Washington, Kilbride, Division I)

Sociology 212. Sociology of Poverty An analysis of the causes and effects of poverty in the United States. Issues covered include trends in poverty (how many and who are poor and changes over time in the poverty population); analysis of the culture of poverty approach; the interrelationship among poverty, the economy, the political system, the family, and educational institutions; and an analysis of government programs for the poor, including current programs. (Porter, Division I)

History of Art 212. Medieval Architecture A survey of mostly church architecture in western Europe from the eighth through the thirteenth centuries, with emphasis on the eleventh and twelfth centuries. Topics include the development of new designs, structural problems and innovations, the transmission of architectural ideas, and the role of pictorial and sculptural decoration. (Kinney, Division III)

Economics 214. Public Finance An analysis of government's role in resource allocation, emphasizing effects of tax and expenditure programs on income distribution and economic efficiency. Topics include sources of inefficiency in markets and possible government responses; federal budget composition; U. S. tax structure and incidence; multigovernment public finance. Prerequisites: Economics 101, 102. (Newburger, Division I)

Economics 215. Urban Economics at Haverford. (Dixon, Division I)

Sociology 218. Modernization An introduction to major theoretical approaches to the socioeconomic problems confronting developing nations of Africa, Asia, and Latin America; theories of modernization; the Western capitalist, the socialist, and the Japanese problems of modernization; social consequences of colonization; feudalism and other pre-modern forms of social organization; the problems of urbanization; social class exploitation, rapid population growth, problems of political order. (Washington, Division I)

History 219. The Chinese Village The history of the Chinese village from the 1898 reform movement to the present. Topics include various movements, such as Rural Reconstruction and the Great Leap Forward, the changing role of women in China, the place of religion in twentieth-century China, and the role of Western capitalism in the development of the Chinese economy. (Nylan, Division I; cross listed as History and Political Science 219)

Economics 221. United States Economic Development Long-term trends in output, labor and capital, and technology, with emphasis on the rise of "big business" after 1870, and foreign trade and investment and the role of government, considered within the framework of imbalances and disequilibria in an expanding capitalist economy. Prerequisites: Economics 101, 102. (Du Boff, Division I)

Archaeology 223. Ancient Near Eastern Architecture and Cities Building techniques, forms and functions of structures, settlements and cities; effects of environment and social structure. (Ellis, Division III)

Economics 225. Developing Economies at Haverford. (staff, Division I)

City 226. Introduction to Architectural Design An introduction to the principles of architectural and urban design. Prerequisite: some history of art or history of architecture. (Voith, Division III)

City 227. Topics in the History of Modern Planning A survey of the evolution of modern planning theory, followed by case study analysis of a series of planned cities, with emphasis on planning outside of the United States. (staff, Division I)

City 228. Problems in Architectural Design A continuation of City 226 at a more advanced level. Prerequisites: City 226 or other comparable design work and permission of instructor. (Voith, Division III)

Sociology 231. Urban Sociology Analyses of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third world cities. (Washington, Division I)

Economics 232. Latin American Economic Development A theoretical and empirical analysis in an historical setting of the factors which have led to the underdevelopment of Latin America, with emphasis on the relationship between political and social change and economic growth. (staff, Division I)

Sociology 235. The Sociology of Development: Case Studies in Latin America and the Caribbean An examination of social, economic, and political change in selected Latin American and Caribbean societies, focusing on historical and contemporary problems of development including industrialization, the structure of agriculture, employment, and the role of politics and the military in promoting social order and change. Comparative analyses of national development policies and their effects in the indigenous population and the international community are addressed. (Osirim, Division I)

City 240. Urbanism and Urbanization in Developing Countries A survey of rapid urbanization and its socioeconomic consequences in developing countries. Examines a wide range of urban and regional problems with emphasis on public policy. Topics include rural-to-urban migration; housing and urban development; urban infrastructures, transportation, and congestion. (staff, Division I)

Sociology 245. Urban Social Problems A survey of major problems in American society as seen by sociologists and social critics; an examination of analytical perspectives for understanding the sources and consequences of American social problems. Topics include crime, poverty, drug addiction, racism, urban crisis, sexism, health care, and family disorganization. (Washington, Division I)

City 250. Introduction to the Growth and Spatial Organization of American Cities An introduction to urban studies. Overview of the changes and problems of American cities. Analytical and quantitative methodologies as well as historical and qualitative approaches are introduced. Topics include American urban history, population, and

economic structures of cities, urban housing, neighborhood, racial and ethnic segregation, urban design and the built environment. (staff, Division I)

History of Art 252. English Architecture: 1530-1830 A history of Renaissance architecture as seen and re-interpreted in England from the rise of a national identification to the Industrial Revolution and the first expeditions to the colonies. Prerequisite: History of Art 101 or permission of instructor. (Cast, Division III; cross listed as History and History of Art 252)

City 253. Survey of Western Architecture The major traditions in Western architecture illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, and the larger intellectual, aesthetic, and social context in which this evolution occurred, are considered. Suggested prerequisites: History of Art 101, 102. (Lane, Division III; cross listed as History and History of Art 253)

City 254. History of Modern Architecture A survey of the development of modern architecture since the eighteenth century, with principal emphasis on the period since 1890. Prerequisite: City 253 or permission of instructor. (Lane, Division III; cross listed as History and History of Art 254)

City 255. Survey of American Architecture: 1600 to Present This course traces the history of American architecture from the initial period of colonization into the twentieth century. It depicts the development of architectural styles, and shows them in relation to American economic, political, and social history. Topics include the adaptation of European precedent to American conditions; the relationship of architecture to changing construction technology and planning theory; and persistent attempts to develop a characteristically "American style." Walking tours. (Lane, Division III; cross listed as History and History of Art 255)

Latin 262. The City of Rome: Historical Profile from Late Antiquity to the Restored Republic A study of the evolution of Rome in the post-antique period including the material significance for Rome of its ancient legacy and the effects of alteration on territorial, economic, and population resources, outside intervention, and ideological change. Topics include the image of ancient Rome and its influence of the medieval pilgrim, artists and architects of the Italian renaissance, artisans of the baroque, and travellers on the grand tour, with an emphasis on reversing the reduction of the city to the status of a vessel from which experience and objects were removed by generations of tourists. (staff, Division III)

Archaeology 302. Greek Architecture The Greek architectural tradition in its historical development. (Ridgway)

City 303. The Growth and Spatial Organization of American Cities An analysis of the changes and problems of modern American cities. Physical aspects of cities and city planning issues are emphasized. Topics include population and economic structure of cities; urban

housing, neighborhood, and racial segregation; urban development; migration; regional growth and decline. (staff)

Anthropology/Archaeology 309. The Origins of Civilization and the State An investigation into the problems of the origin and development of the state and civilization. Several alternative theories of state formation processes and the development of urbanism are explored along available lines of evidence. The data examined are primarily archaeological, but ethnographic and textual evidence also play an important role. The sample of cases includes Mesopotamia and Mesoamerica as well as archaeologically known sequences from other parts of the New and Old Worlds. Students investigate archaeological records from particular regions in some detail and compare their results with more general formulations developed in lectures, discussion, and readings. (Ellis, Davis)

History 312. Medieval Cities: Islamic, Byzantine, and Western Introduction to the comparative study of economy, society, politics, and culture of towns in the Islamic, Byzantine, and Western European worlds from the seventh to the thirteenth centuries. (Brand)

Political Science 316. Ethnic Group Politics Topics include the definition of ethnicity and race as political concepts, the relationship of ethnicity and race to other bases of social differentiation, and forces affecting patterns of conflict and cooperation within and between groups. The cases analyzed are drawn from the United States, South Africa, Europe, and several third world nations. (Ross)

City 320. Planning Theory and Urban Analysis This course is an intellectual reconnaissance into (1) the language and concepts of planning and (2) the main techniques used by urban planners. All applications focus on urban development. Class work simulates that of a team of urban planners. (staff)

History of Art 323. Topics in Renaissance Art Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600. (Cast)

Archaeology 324. Roman Architecture The architecture of the Republic and the early Roman Empire. (staff; cross listed as History of Art 324)

City 353. Chinese Notions of Time and Space: Garden, House, and City (staff; cross listed as History 353)

History of Art 355. Topics in the History of London Topics include the idea of city versus country in literature and ethics, the development of city planning and legal mechanisms for the control of cities, the history of public housing; special moments and exhibitions, groupings and groups (clubs, coffee-houses), and matters of social history such as the development of seasonal labor. (Cast; cross listed as History and History of Art 355)

City 377. Topics in the History of Modern Architecture Selected aspects of the history of modern architecture, such as housing, public buildings, and industrial buildings, are studied in detail. Emphasis on

History

actual building types, rather than on the design ideas of a few great architects. A reading knowledge of French, German, or Italian is desirable. Prerequisite: City 253 or permission of instructor. (Lane)

City 398, 399. Senior Seminar An intensive research seminar. (Lane)

Many history courses at Bryn Mawr, Haverford, and Swarthmore Colleges fulfill the elective requirements in the history "track" with consent of the major adviser.

HISTORY

Professors:

Charles M. Brand, Ph.D.

Jane Caplan, D. Phil., *Marjorie Walter Goodhart Professor and Chairman*

Arthur P. Dudden, Ph.D., *Katharine E. McBride Professor*

Barbara Miller Lane, Ph.D., *Andrew W. Mellon Professor in the Humanities*

Alain Silvera, Ph.D.

James Tanis, Th.D., *Constance A. Jones Director of the Bryn Mawr College Libraries*

Associate Professor of East Asian Studies and History and Political Science:

Michael Nylan, Ph.D., (on leave, 1992-93)

Assistant Professor:

Sharon Ullman, Ph.D.

Lecturer:

Suzanne Spain, Ph.D., *Assistant Treasurer of the College and Lecturer in History of Art*

Lecturer on the Helen Taft Manning Fund:

Madhavi Kale, M.A.

Instructor in the Chinese Studies Program:

Ellen Nesar, M.A., M. Phil.

Affiliated Faculty:

T. Cory Brennan, Ph.D., *Assistant Professor of Greek and Latin*

Richard S. Ellis, Ph.D., *Professor of Classical and Near Eastern Archaeology*

Russell T. Scott, Ph.D., *Professor of Latin*

The history major enables students to acquire historical perspective and a familiarity with historical method, giving them a lasting appreciation for the discipline of history. Courses stress the development of ideas,

cultures, and institutions, not merely the accumulation of data about particular events. Students study some topics and methods intensively to learn how to use and evaluate primary sources. Instructors assign extensive reading to familiarize students with various kinds of historical writing. Students are expected to participate in class discussions and, in most courses, critical or narrative essays are required.

Students seeking to major or minor in history may choose among several options: (1) to major in the general track; (2) to major in history with a focus on women's studies, French historical studies, architectural history or East Asian studies; (3) to minor in history (with or without one of the focuses described above). Prospective majors and minors should note that additional focuses may be available at the discretion of the department.

Ten history courses are required for the major. These must include one of the two-semester civilization courses at the 100 level, in the fields of Western civilization (111, 112, offered annually), or East Asian civilization (Haverford 131 a/b, offered in alternate years); at least one course at the 200 or 300 level in a field not taken at the 100 level; the introductory methods and historiographical seminar, History 299; and two advanced courses, either at the 300 level, or a unit or units of History 403; students who do not take 403 are encouraged to write a substantial (20–25 pp.) research paper in one of their 300-level courses. Students who undertake two units of History 403 will have the opportunity to achieve honors in history. Honors will be awarded by the department based on the paper and other work completed within the department. Students with scores of 5 on their Advanced Placement examination in history are exempt from two elective course requirements.

To focus the major in women's studies, French historical studies, architectural history, or East Asian studies, the student must complete at least three courses specifically focused on the topic. In some cases, courses not taught by the Bryn Mawr or Haverford Departments of History but which have a historical approach will, with departmental permission, be counted toward the focus. In addition, with permission of the instructor, students must do the research paper(s) for an additional 200- or 300-level course in accordance with the focus, so that that course becomes part of the focus. Such students are also responsible for the overall content of the course.

Students wishing to minor in history must complete six units. They may focus their work as explained above; in this case at least four units must be within the focus.

The Departments of History at Bryn Mawr and Haverford Colleges have fully coordinated their course offerings. History 111; 112 is offered jointly by members of both departments; several intermediate courses are given at one college or the other in alternate years. All courses are open to students of both schools equally. Both departments encourage students to avail themselves of the breadth of offerings this cooperation affords. Swarthmore College and the University of Pennsylvania courses in history are acceptable toward the major and minor.

111, 112. Western Civilization A survey of Western European civilization from the fall of Rome to the present, including both institutional and intellectual currents in the Western tradition. Discussion sections

and lectures deal with both first-hand materials and secondary historical accounts. (staff, Division III)

120, 121. Freshman Seminars 1992-93: Machine Dreams. The making of the first industrial nation, Britain 1780-1850. (Caplan, Division I)

190. The Form of the City: Urban Form from Antiquity to the Present The city as a three-dimensional artifact. A variety of factors—geography, economic and population structure, planning and aesthetics—are considered as determinants of urban form. Enrollment limited by consent of instructor according to preparation. Suggested prerequisites: History 111, 112; or History of Art 101, 102; or Archaeology 101, 102. (staff, Division III; cross listed as Growth and Structure of Cities 190)

201. American History, 1600 to the Present Survey of American political and social development, emphasizing the relationship of race, gender, and class in the production of American society. (Ullman, Division I)

204. Medieval European Culture Western European development in the twelfth and thirteenth centuries. Topics include economic, institutional, and intellectual developments in the major kingdoms of the West and the history of the Latin Church. (Brand, Division III)

205. Ancient Greece A study of Greece from the Trojan War to Alexander the Great, with focus on constitutional changes from monarchy through aristocracy and tyranny; to democracy in various parts of the Greek world. Ancient sources, including historians, inscriptions, and archaeological and numismatic materials are emphasized. (Brennan, Division III)

207. The Roman Republic A study of Rome from the beginning of the third century B.C. to the end of the Republic with focus on the rise of Rome in Italy, the Hellenistic world, and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III; cross listed as Latin 207)

208. The Roman Empire Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture as presented in the surviving ancient evidence, literary and archaeological. (Brennan, Division III; cross listed as Latin 208)

210. The Mediterranean before Islam: History and Culture The transformation of ancient culture (art, institutions, thought, popular practices) into Byzantine culture from the fourth to the seventh centuries. Topics include the retention and alteration of classical motifs, ideas and institutions under the impact of such forces as Christianity, civil strife and external pressure to show how the Byzantine and medieval emerged from the Roman precursor. (Brand, Spain, Division III)

215, 216. The Middle East A survey of the Arab world and Turkey from the rise of Islam to the Arab-Israeli wars. First semester topics include the legacy of Islam, the rise and decline of the Umayyad and Abbasid Caliphates, and the development of Muslim society and institutions under the Ottoman Empire. The second semester concentrates on the

impact of the West and the growth of Arab nationalism. (Silvera, Division III)

219. The Chinese Village The history of the Chinese village from the 1898 reform movement to the present, focusing on various historical movements, the changing role of women in China, the place of religion in twentieth-century China, and the role of Western capitalism in the development of the Chinese economy. (Nylan, Division I; cross listed as Growth and Structure of Cities and Political Science 219)

220. Early Chinese Belief: The Five Classics of Confucianism An introduction to the texts on religion, politics, and social ethics which formed the core curriculum in education in imperial China (221 B.C.E.–C.E. 1911), together with modern interpretive articles on the key patterns of Chinese thinking that underlie these orthodox pronouncements. (Nylan, Division III; cross listed as Philosophy 220)

221. History of Ancient Western Asia The history of ancient western Asia from the middle of the fourth millennium B.C. to the rise of the Persian Empire, emphasizing the written and archaeological sources and the extent and limitations of the data. Primary focus on Mesopotamia, Anatolia, and Syria/Palestine. Topics include the rise of urbanism and state organization, the development and consequences of literacy, and the degree to which the contributions of different ethnic groups can be distinguished. (Ellis, Division III; cross listed as Classical and Near Eastern Archaeology 221)

225, 226. Europe since 1789 An introduction to the political, social, and cultural history of European states, including Russia, from the French Revolution to the present. Strongly recommended as preparation for advanced courses in European history. Offered alternately at Bryn Mawr and Haverford. (staff, Division I)

230, 231. History of Chinese and Japanese Thought Examines the major strains of thought and philosophy in China and Japan. First semester covers the period from the fifth century B.C. to the eighth century A.D. and focuses on pre-Confucian China, classical Chinese thought, Japanese Shinto, the introduction of Chinese thought to Japan, and the introduction of Buddhism to both China and Japan. Second semester traces the unfolding and development of Buddhism in Japan and China, the rise and spread of Neo-Confucianism, and the reassertion of nativist and nationalist thought in Japan. The course ends by considering the fates of traditional thought in contemporary society, revolutionary thought in China, the influence of Western civilization, and current debates on the role of traditional thought in contemporary China and Japan. History 131 provides useful background, but is not a prerequisite. (Neskar)

239. Dawn of the Middle Ages The collapse of the Roman Empire and the integration of German and Roman cultures in the fourth through sixth centuries; the origins of Western institutions and values. (Brand, Division III)

246. Medieval Women A study of the role of women in selected societies of medieval Europe. A consideration of late Roman, barbarian,

and early medieval women; an extended analysis of the literary perception and historical activities of women in the twelfth century; and some consideration of women's achievements in the thirteenth century. Prerequisite: French 101, or History 111, or equivalent. Armstrong, Brand, Division III; cross listed as French 246)

247, 248. Germany, 1815 to the Present Introduction to the history of modern Germany with emphasis on social and political themes, including nationalism, liberalism, industrialization, women and feminism, labor movements, National Socialism, partition and postwar Germany, East and West. (Caplan, Division III)

250. The American Pacific The United States across the Pacific Ocean from California, Alaska, and Hawaii to Samoa, the Philippines, Japan, Korea, China, and southeast Asia from 1790 to 1990. (Dudden, Division III)

252. English Architecture: 1530-1830 A history of Renaissance architecture as seen and re-interpreted in England from the rise of a national identification to the Industrial Revolution and the first expeditions to the colonies. Prerequisite: History of Art 101 or permission of instructor. (Cast, Division III; cross listed as Growth and Structure of Cities and History of Art 252)

253. Survey of Western Architecture The major traditions in Western architecture illustrated through detailed analysis of selected examples from classical antiquity to the present. The evolution of architectural design and building technology, as well as the larger intellectual, aesthetic, and social context in which this evolution occurred are considered. (staff, Division III; cross listed as Growth and Structure of Cities and History of Art 253)

254. History of Modern Architecture A survey of the development of architecture since the eighteenth century, with principal emphasis on the period since 1890. (Lane, Division III; cross listed as Growth and Structure of Cities and History of Art 254)

255. Survey of American Architecture: 1600 to Present (staff, Division III; cross listed as Growth and Structure of Cities and History of Art 255)

257, 258. British Empire The first semester explores the development and "invention" of the British Empire from the expansion of English influence and authority in Scotland, Wales, and Ireland, to the establishment of British rule in North America, the Caribbean, and India. A central concern is the consideration of both metropolitan and colonial contributions to changing articulations of the British Empire. The second semester continues to explore themes introduced in the first term, focusing on cases in southeast Asia and the Pacific, and Africa. Special attention is given to articulations of gender and nation in anti-imperial movements, decolonization, and post-colonial developments throughout the empire (or in former colonies), and in Britain since the mid-nineteenth century. (Kale)

285. Early China: Material, Social, and Philosophical Cultures (staff; cross listed as Political Science 285)

288. Chinese Law: Ancient and Modern (staff)

291. La Civilisation Française A survey of French culture and society from the Revolution to de Gaulle's Republic. Conducted in French; serves as the second half of the introductory course for French track II majors. (staff, Division III; cross listed as French 291)

293. Myth and Ritual in Traditional China An examination of a variety of myths and rituals of imperial China in order to understand early Chinese beliefs concerning gender relations, the political process, the origins of culture, and cosmic and individual self-realization and renewal. (Nylan, Division III)

299. Exploring History A one-semester intensive introduction to the methods and interpretation of history. Exercises in a variety of fields accompany lectures and readings drawn from a range of historical approaches. (Caplan, Ullman, staff, Division III)

303. Topics in the Recent History of the United States Topics have included: Franklin D. Roosevelt's New Deal; Lyndon B. Johnson's Great Society; the Korean and Indochina Wars; the United States in the Pacific Ocean region; selected topics in foreign relations. Topic for 1992-93: Radical Movements in Twentieth-century American Society. Ways in which politics and culture intersect in radical ideologies and activities. Prerequisite: previous course in American history or politics, or permission of instructor. (Ullman)

312. Medieval Cities: Islamic, Byzantine, and Western Introduction to the comparative study of the economy, society, politics, and culture of towns in the Islamic, Byzantine, and Western European worlds from the seventh to the thirteenth centuries. (Brand; cross listed as Growth and Structure of Cities 312)

318, 319. Topics in Modern European History Topics have included National Socialism and Modern Germany; Facism. (Caplan)

320. The Rise of the Dutch Republic Politics and religion, the division between North and South, and the rise of the Northern Netherlands as an independent republic; with attention to commerce, art, and culture. (Tanis)

321. The Golden Age of the Netherlands The cultural and intellectual life of the Netherlands in the seventeenth century, emphasizing the philosophical and theological thought of the period, against a background of general economic and political considerations. Brief attention to the interplay of the artistic and literary contributions of the age. (Tanis)

324. Topics in Reformation History (Tanis)

325. Topics in American Social History 1992-93: Marginality in American society. Looks at categories of difference in nineteenth- and twentieth-century American society, particularly at historical interpretations of race, criminality, sexuality, and illness. Prerequisite: previous

course in nineteenth- or twentieth-century American history, or permission of instructor. (Ullman)

340. Religious Forces in Colonial America A study of the interaction of diverse religious forces, in order to relate both ecclesiastical and theological problems to the broader culture and political contexts of the time. (Tanis)

353. Chinese Notions of Time and Space: Garden, House, and City (staff; cross listed as Growth and Structure of Cities 353)

355. Topics in the History of London (staff; cross listed as Growth and Structure of Cities and History of Art 355)

357. Topics in British Imperial History 1992-93: Reform and Empire in the Nineteenth Century: Britain, India, and the British Caribbean. Considers in comparative (i.e., imperial) perspective the articulation of ideologies like "free trade," "free labor," "separate spheres," and the development of specific reforms and interventions attempted or implemented in Britain, the British Caribbean, and India during the nineteenth century. Reform movements emerging from disenfranchised and non-governing groups (women, working classes, anti-imperialists, nationalists), both in the colonies and in Britain, are considered, along with reform policies of colonial or Home governments. (Kale)

368, 369. Topics in Medieval History Topics have included the Jews, the Medieval Mediterranean (tenth through thirteenth centuries), and the Norman Conquest. 1992-93: The Norman Conquest. (Brand)

370, 371. The Great Powers and the Near East The diplomatic and geopolitical aspects of the Eastern Question and the Great Game in Asia from Napoleon's invasion of Egypt to the 1956 Suez crisis, including the broader issues of Western cultural penetration in the Islamic heartlands. (Silvera)

377. Topics in the History of Modern Architecture (staff; cross listed as Growth and Structure of Cities and History of Art 377)

386. Topics in East Asian History 1992-93: Chinese Family and Society. Explores Chinese views of the family historically and today. Topics include: notions and practices of marriage, divorce, widowhood, adoption, chastity, suicide, and infanticide. Explores the functions of the extended kinship group as community, economic unit, and religious organization, and looks at the relationship of the family to social and political hierarchies. (Neskar)

387. Topics in East Asian History Exploring the Self in Japan. Explores the diversity of expressions and images of the self in Japan, from ancient to modern times. Readings drawn from biographies, autobiographies, travel journals, pilgrimage accounts, and fiction are presented chronologically and are structured around three themes: self and society, self and family, and self and the cosmos. This allows examination of notions of the self found in the traditions of Shinto, Buddhism, Confucianism, and popular culture. Topics will include: the tension between the self and the commitment to family, state, and political authority; notions of

eremitism, alienation, and communal utopianism; the search for self-transcendence and spiritual cultivation. (Neskar)

391, 392. Topics in European Women's and Gender History Topics have included Feminist Texts and Contexts; Sexuality and Public Order in the Victorian Age; Masculinity in Victorian Britain; Women and Feminism in Britain and Germany, 1870-1939. Topic for 1992-93: Masculinity in Victorian Britain. (Caplan)

403. Supervised Work Consent of the instructor and the department chairman are required. (staff)

Haverford College offers the following courses in history:

- 131. Introduction to East Asian Civilization
- 219. Social and Economic History of the High Middle Ages
- 227. The Age of Absolutism
- 235a. Material Culture and Colonial America
- 240. History and Principles of Quakerism
- 244. Russian History
- 245. Russia in the Twentieth Century
- 255. American Intellectual History
- 261. History of East Asia
- 340. Topics in American History
- 343. Topics in American Intellectual History
- 347. Topics in East Asian History
- 349a. Topics in Comparative History
- 355. Topics in Early Modern History
- 356. Topics in Modern European History
- 361. Seminar on Historical Evidence

HISTORY OF ART

Professors:

David Cast, Ph.D.

Dale Kinney, Ph.D., *Chairman*

Barbara Miller Lane, Ph.D., *Andrew W. Mellon Professor in the Humanities*

Steven Z. Levine, Ph.D., *Major Adviser*

Gridley McKim-Smith, Ph.D.

Assistant Professor:

Christiane Hertel, Ph.D., (on leave, 1992-93)

Part-time Lecturer in History and History of Art:

Suzanne Spain, Ph.D., *Assistant Treasurer of the College*

The department offers a spectrum of courses on art in the Western tradition and on its historical reconstruction and interpretation. Special strengths include: architectural history, contemporary theory and its

challenge to the traditional discipline, the classical tradition. Majors are encouraged to supplement these offerings with classes at Swarthmore and the University of Pennsylvania, and with courses taken in approved programs abroad.

The major requires ten units, comprising: 101-102, four 200-level courses, two 300-level courses, and the Senior Conference (398-399). Students who place out of 101-102 with a grade of 5 on the AP exam may substitute 200- or 300-level courses for those two units. Others are advised to take 101-102 as early as possible (by the end of the sophomore year.) Courses at the 200 level should be spread across the chronological range of the program (medieval through contemporary). Courses at the 300 level must be taken with two different instructors, and at least one of them must be explicitly concerned with the methods of the discipline; e.g., 300, 303, 331, 354. Upon approval of the major adviser, one unit in fine arts, archaeology, film studies, or another area to which visual representation is central may be substituted for one of the ten units listed above; similarly, one unit of art history taken abroad or at another American institution may be substituted, upon approval. No more than two units total may be substituted for the regular offerings of the major.

All seniors must pass (with a minimum grade of 2.0) a comprehensive examination administered at the end of semester I. A senior paper, based on independent research and using professional methods of historical and/or critical interpretation, must be submitted at the end of semester II. Seniors whose major average at the beginning of semester II is 3.7 or higher will be invited to write an honors thesis instead of the senior paper.

A minor in history of art requires five units, normally 101-102 and three others selected in consultation with the major adviser.

101. Western Traditions: Classical to Italian Renaissance A survey of major monuments and their interpretation from classical Athens through sixteenth-century Rome. Class lectures are supplemented by weekly discussion sections and reviews. Museum visits are required. (Kinney, Cast, Division III)

102. Western Traditions: Northern Renaissance to Contemporary Although it may be taken separately, this course is conceived as a continuation of 101 and students will be expected to be familiar with material covered there. Monuments from van Eyck to Nam June Paik. Museum visits are required. (Hertel, Levine, Division III)

211. The Medieval East: Byzantine, Early Islamic, and Russian Art A survey of the monumental decoration (wall painting, mosaics) and luxury arts (ivories, enamels, rock crystals) of these three contiguous cultures, from the sixth through the fifteenth centuries. Special emphasis on theories of imagery and iconoclasm, intercultural exchanges, and the relation of art to patronage. (Kinney, Division III)

212. Medieval Architecture A survey of medieval building types, including churches, mosques, synagogues, palaces, castles, and government structures, from the fourth through the fourteenth centuries in Europe, the British Isles, and the Near East. Special attention to: regional differences and interrelations, the relation of design to use, the respec-

tive roles of builders and patrons. (Kinney, Division III; cross listed as Growth and Structure of Cities 212)

215. Illustration of Manuscripts and Early Printed Books An introduction to the study of illuminated manuscripts from the late antique through the Gothic periods and printed books of the fifteenth century, including issues of iconography, style, patronage, and production. Original materials in the Canaday collection are used. (Spain, Division III)

230. Renaissance Art I A survey of painting in Florence and Rome from 1400 to 1500, with particular attention to the account we have by Giorgio Vasari and to contemporary developments in the intellectual and religious life of Italy (Giotto, Masaccio, Botticelli, Leonardo, Michelangelo, Raphael). (Cast, Division III)

231. Renaissance Art II The development of painting in Florence and Rome after 1500 and the idea of Mannerism, with particular attention to the social and religious developments in Italy and Europe in this period (Raphael, Michelangelo, Pontormo, Parmigianino, Titian, El Greco). (Cast, Division III)

237. Northern Renaissance An introduction to painting, graphic arts, and sculpture in Germany in the first half of the sixteenth century, with emphasis on the influence of the Protestant Reformation on the visual arts. Artists studied: Altdorfer, Cranach, Dürer, Grünewald, Holbein, and Riemenschneider. (Hertel, Division III)

240. Italian, Flemish, and French Art of the Seventeenth Century Changes in the artists' social status and praxis characterize the production of Caravaggio, Artemisia Gentileschi, Bernini, Rubens, and Van Dyck. Optical innovations and theoretical experiments in the work of these artists and others, like Poussin and the Carracci, also invite fresh critical perspectives. At the same time, the problem of social conventions and patronage networks that continue to marginalize women artists demands analysis. Special attention is paid to the physical dimension of the works of art, and contact with original paintings and sculptures in area museums is required. (McKim-Smith, Division III)

241. Art of the Spanish-speaking World A study of painting and sculpture in Spain from 1492 to the early nineteenth century, with emphasis on artists such as El Greco, Velázquez, Zurbarán, Goya, and the polychrome sculptors. As relevant, commentary is made on Latin America and the Spanish world's complex heritage, with its contacts with Islam, northern Europe, and pre-Columbian cultures. Continuities and disjunctions within these diverse traditions as they evolve both in Spain and the Americas are noted, and issues of canon formation and national identity are raised. (McKim-Smith, Division III)

245. Dutch Art of the Seventeenth Century A survey of painting in Holland with emphasis on such issues as Calvinism, colonialism, the "scientific revolution," popular culture, nationalism. Attention is given to various approaches to the study of Dutch art. Artists studied include: Claesz. Heda, Hals, Leyster, Post, Rembrandt, Ruysdael, ter Borch, Vermeer, de Witte. (Hertel, Division III)

250. Nineteenth-Century Painting in France Close attention is selectively given to the work of David, Ingres, Géricault, Delacroix, Courbet, Manet, Monet, Degas, and Cézanne. Extensive readings in art criticism are required. (Levine, Division III)

251. Twentieth-Century Art Close attention is selectively given to the work of Picasso, Matisse, Duchamp, Dali, Pollock, and Johns. Extensive readings in art criticism are required. (Levine, Division III)

252. English Architecture: 1530-1830 A history of Renaissance architecture as seen and re-interpreted in England from the rise of a national identification to the Industrial Revolution and the first expeditions to the colonies. Prerequisite: History of Art 101 or permission of instructor. (Cast, Division III; cross listed as Growth and Structure of Cities and History 252)

253. Survey of Western Architecture The major traditions in Western architecture are illustrated through detailed analysis of selected examples from classical antiquity to the present. The course deals with the evolution of architectural design and building technology, as well as with the larger intellectual, aesthetic, and social context in which this evolution occurred. (Cast, Lane, Division III; cross listed as Growth and Structure of Cities and History 253)

254. History of Modern Architecture A survey of the development of modern architecture since the eighteenth century, with principal emphasis on the period since 1870. (Lane, Division III; cross listed as Growth and Structure of Cities and History 254)

255. Survey of American Architecture: 1600 to Present This course traces the history of American architecture from the initial period of colonization into the twentieth century. It depicts the development of architectural styles, and shows them in relation to American economic, political, and social history. Topics include the adaptation of European precedent to American conditions; the relationship of architecture to changing construction technology and planning theory; and persistent attempts to develop a characteristically "American style." Walking tours. (Lane, Division III; cross listed as Growth and Structure of Cities and History 255)

257. German Art of the Nineteenth Century An introduction to painting, sculpture, architecture, and the graphic arts representative of the successive "-isms" of the nineteenth century: classicism, romanticism, Biedermeier, realism, historicism, naturalism, and symbolism. Prerequisite: History of Art 101 or background in German studies or history. (Hertel, Division III)

258. German Expressionism An introduction to early German and Austrian modernism in paintings, prints, sculpture, and poetry from 1891 to 1918. Figures studied include the Blue Rider Group, Die Brücke, Vienna Secession, Schiele, Klimt, Kokoschka, Kollwitz, Modersohn-Becker, Kirchner, Klee, Kafka, Kraus, and Barlach. (Hertel, Division III)

290. Technology and Connoisseurship An investigation of technologies devised in recent years for the study of works of art, especially those on

paper. The second half of the course examines a range of such works in the collections of Bryn Mawr College. (McKim-Smith, Division III)

Note: 300-level courses are seminars offering discussion of difficult theoretical or historical texts and/or the opportunity for original research. Students should be sure they have appropriate art historical and linguistic preparation before enrolling. If in doubt, consult the instructor.

300. Methodological and Critical Approaches to Art History A survey of traditional and contemporary approaches to the history of art. A critical analysis of a problem in art historical methodology is required as a term paper. (Hertel)

303. Art and Technology This course considers the technological examination of paintings. While studying the appropriate aspects of technology (such as the infrared vidicon, the radiograph and autoradiograph, analysis of pigment samples and pigment cross-sections), the course also encourages the student to approach the laboratory in a spirit of creative scrutiny. Raw data neither ask nor answer questions, and it remains the province of the student to shape meaningful questions and answers. The course both acquaints the student with the technology involved in examining paintings and encourages the student to find fresh applications for available technology in answering art historical questions. (McKim-Smith)

310. Medieval Art in American Collections A research seminar devoted to objects in a nearby collection (Philadelphia Museum of Art, Glencairn, or Walters Art Gallery). Students learn how to identify, date, localize, and describe medieval objects. Multiple museum visits required. (Kinney)

311. Topics in Medieval Art A research seminar on such subjects as: iconography of the Virgin Mary, Apocalypse imagery, pagan imagery in the middle ages. (Kinney)

323. Topics in Renaissance Art Selected subjects in Italian art from painting, sculpture, and architecture between the years 1400 and 1600. (Cast; cross listed as Growth and Structure of Cities 323)

340. Problems in Baroque Art Selected topics in the arts of Europe of the sixteenth through eighteenth centuries. (McKim-Smith)

348. Topics in German Art Topics vary and include German Romanticism, art of the Reformation period, German Modernism. (Hertel)

350. Topics in Modern Art Individual topics are chosen for intensive consideration such as mythology and eroticism in art, art about art, realism, impressionism, modernism, or post-modernism. (Levine)

354. Topics in Art Criticism Individual topics in art-historical methodology, such as art and psychoanalysis, feminism, post-structuralism, or semiotics, are treated in alternate years. (Levine)

Italian

355. Topics in the History of London Selected topics of social, literary, and architectural concern in the history of London, emphasizing London since the eighteenth century. (Cast; cross listed as Growth and Structure of Cities and History 355)

377. Topics in the History of Modern Architecture Selected aspects of the history of modern architecture, such as housing, public buildings, and industrial buildings, are studied in detail. The course concentrates on actual building types, rather than on the design ideas of a few great architects. A reading knowledge of French or German is desirable. (Lane; cross listed as Growth and Structure of Cities and History 377)

398. Senior Conference A comprehensive, critical review of the history of Western art with special attention to the nature of its canon and the contemporary critique of its traditional discourse of formal development. Required of all majors; culminates in the Comprehensive Examination for seniors. (Kinney, McKim-Smith)

399. Senior Conference A seminar for the discussion of senior research papers and such theoretical and historical concerns as may be appropriate to them. Interim oral reports. Required of all majors; culminates in the senior paper. (Cast, Levine)

403. Supervised Work Advanced students may do independent research under the supervision of a faculty member whose special competence coincides with the area of the proposed research. Consent of the supervising faculty member and of the major adviser is required. (staff)

ITALIAN

Professors:

Nancy Dersofi, Ph.D., *Chairman and Major Adviser*, (on leave,
Semester II, 1992-93)
Nicholas Patruno, Ph.D.

At Haverford College

Instructor:

Ute Striker, M.A.

The aims of the major are to acquire a knowledge of Italian language and literature and an understanding of Italian culture. Major requirements in Italian are ten courses: Italian 101, 102, and eight additional units, at least two of which are to be chosen from the offerings on the 300 level, and no more than two from an allied field. All students must take a course on Dante, one on the Italian Renaissance, and one on twentieth century or modern Italian literature. Where courses in translation are offered, students may, with the approval of the department, make the proper substitution provided they read the texts in Italian, submit

written work in Italian, and when the instructor finds it necessary, meet with the instructor for additional discussion in Italian.

Courses allied to the Italian major include, with departmental approval, all courses for major credit in ancient and modern languages and related courses in archaeology, art history, history, music, philosophy, and political science. Each student's program is planned in consultation with the department.

With departmental approval, students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102.

Italian majors are encouraged to study in Italy during the junior year in a program approved by the department. The Bryn Mawr/University of Pennsylvania summer program in Florence offers courses for major credit in Italian, or students may study in other approved summer programs in Italy or in the United States. Courses for major credit in Italian may also be taken at the University of Pennsylvania. Students on campus are encouraged to live in the Italian House and they are expected to make extensive use of the facilities offered by the Language Laboratory Center.

The requirements for honors in Italian are a grade point average of 3.7 in the major. A research paper may be written at the invitation of the department, either in Senior Conference or in a unit of supervised work.

Requirements for the minor in Italian are Italian 101, 102, and four additional units. With departmental approval, students who begin their work in Italian at the 200 level will be exempted from Italian 101 and 102. With courses in translation, the same conditions for majors in Italian apply.

001, 002. Elementary Italian A practical knowledge of the language is acquired by studying grammar, listening, speaking, writing, and reading. Students practice listening, speaking, and video-viewing in the Language Learning Center. Credit will not be given for Italian 001 without completion of Italian 002. Offered at both Bryn Mawr and Haverford Colleges. (Dersofi, Patruno, Striker [at Haverford])

101, 102. Intermediate Course in the Italian Language A review of grammar and readings from Italian authors with topics assigned for composition and discussion; conducted in Italian. (Dersofi, Patruno)

200. Advanced Conversation and Composition The purpose of this course is to increase fluency in Italian and to facilitate the transition to literature courses. The focus is on spoken Italian and on the appropriate use of idiomatic and everyday expressions. Students will be expected to do intensive and extensive language drills, orally and in the form of written compositions. Some literary material will be used; conducted in Italian. (Patruno)

201. Prose and Poetry of Contemporary Italy Designed especially for those who have just completed Italian 102, 200, or their equivalent, this course presents a study of the artistic and cultural developments of pre-Fascist, Fascist, and post-Fascist Italy seen through the works of poets such as Ungaretti, Montale, and Quasimodo, and through the narratives of Pirandello, Moravia, P. Levi, Silone, Vittorini, Pavese, Ginzburg, and others. (Patruno, Division III)

Italian

- 203. Italian Theater** Examination of selected plays from the Renaissance to the present. Readings include plays by Machiavelli, Ruzante, Goldoni, Alfieri, Giacosa, Verga, D'Annunzio, Pirandello, and Dario Fo. (Dersofi, Division III)
- 205. The Short Story of Modern Italy** Examination of the best of Italian short stories from post-unification to today's Italy. In addition to their artistic value, these works will be viewed within the context of related historical and political events. Among the authors to be read are Verga, D'Annunzio, Pirandello, Moravia, Calvino, Buzzati, and Ginzburg. (Patruno, Division III)
- 207. Dante in Translation** A historical appraisal and critical appreciation of the *Vita Nuova* and the *Divine Comedy* with a focus on the Inferno. (Patruno, Division III)
- 210. Women and Opera in Translation** Explores ways in which opera represents, reflects, and influences images of women. Both the status of female artists on the operatic stage and the representation of women in a group of about ten operas will be considered. The libretti, in Italian, French, and German, may be read in translation, although students are expected to read the Italian texts in the original language for major credit. (Dersofi, Division III; cross listed as Comparative Literature 210)
- 301. Dante** A study of the *Divina Commedia*. Prerequisite: two years of Italian or the equivalent. (Dersofi, Patruno, Division III)
- 303. Petrarca and Boccaccio** A study of Petrarca's *Canzoniere* and Boccaccio's *Decameron*. Prerequisite: two years of Italian or the equivalent. (Dersofi)
- 304. Italy before and after 1492** Focuses on fifteenth-century Italian literature, including works by Lorenzo De'Medici, Poliziano, Pulci, and Boiardo in the period before 1492 — the year of Lorenzo's death, Columbus's voyage, the departure of the Jews from Spain, and the election of Alexander Borgia to the Papacy. The last part of the course examines this material from perspectives developed in the writings of Machiavelli. Prerequisite: two years of Italian, or the equivalent. (Dersofi, Division III)
- 399. Senior Conference** Under the direction of the instructor, each student prepares a paper on an author or a theme which the student has chosen. (This course is open only to senior Italian majors.) (Dersofi, Patruno)

LATIN

Professors:

Julia H. Gaisser, Ph.D., *Eugenia Chase Guild Professor in the Humanities and Chairman and Major Adviser*

Russell T. Scott, Ph.D.

Assistant Professor of Greek and Latin:

T. Corey Brennan, Ph.D.

The major in Latin is designed to acquaint the student with Roman literature and culture, which are examined both in their classical context and as influences on the medieval and modern world.

Requirements for the major are ten courses: Latin 101, 102, two literature courses at the 200 level, two literature courses at the 300 level, History 207 or 208, Senior Conference, and two courses to be selected from the following: Latin 205; Classical Archaeology or Greek at the 100 level or above; French, Spanish, or Italian at the 200 level or above. Courses taken at the Intercollegiate Center for Classical Studies in Rome (see page 67) are accepted as part of the major. Latin 205 is required for those who plan to teach. By the end of the senior year, majors will be required to have completed two examinations: sight translation from Latin to English and a comprehensive examination on Latin literature.

Requirements for the minor are normally six courses, including one at the 300 level. For non-majors, two literature courses at the 200 level must be taken as a prerequisite for admission to a 300-level course.

On the invitation of the department, students may write an honors paper in their senior year. Students who place into 200-level courses in their freshman-year may be eligible to participate in the A.B./M.A. program. Those interested should consult the department as soon as possible.

001, 002. Elementary Latin Basic grammar, composition, and Latin readings, including classical prose and poetry. This is a year-long course; both semesters are required for credit. (Gaisser, Scott)

003. Intermediate Latin Intensive review of grammar, reading in classical prose and poetry. For students who have had the equivalent of two years of high school Latin or are not adequately prepared to take Latin 101. (Scott)

004. Intermediate Latin Readings in classical prose or poetry. (Gaisser)

101. Latin Literature Selections from Catullus and Cicero. Prerequisite: Latin 001-002 or 003-004 or placement by the department. (Gaisser, Division III)

102. Latin Literature Selections from Livy and Horace's *Odes*. Prerequisite: Latin 101 or placement by the department. (Scott, Division III)

- 201. Advanced Latin Literature: Comedy** Three comedies of Plautus and Terence. (Gaisser, Division III)
- 202. Advanced Latin Literature: The Silver Age** Readings from major authors of the first and second centuries A.D. (staff, Division III)
- 204. Medieval Latin Literature** Selected works of Latin prose and poetry from the late Roman Empire through the Carolingian Renaissance. (staff, Division III)
- 205. Latin Style** A study of Latin prose style and Latin metrics based on readings and exercises in composition. (staff)
- 207. Roman History** A study of Rome from its origins to the end of the Republic with special emphasis on the rise of Rome in Italy, the Hellenistic world, and the evolution of the Roman state. Ancient sources, literary and archaeological, are emphasized. (Scott, Division III; cross listed as History 207)
- 208. The Roman Empire** Imperial history from the principate of Augustus to the House of Constantine with focus on the evolution of Roman culture as presented in the surviving ancient evidence, literary and archaeological. (staff, Division III; cross listed as History 208)
- 262. The City of Rome: Historical Profile from the End of Antiquity to Italian Unification** (staff, Division III; cross listed as Growth and Structure of Cities 262)
- 301. Vergil's Aeneid** (staff, Division III)
- 302. Tacitus** (staff, Division III)
- 303. Lucretius** Study of the *De Rerum Natura* and its philosophic background. (Gaisser, Division III)
- 304. Cicero and Caesar** (Brennan, Division III)
- 308. Ovid** (staff, Division III)
- 310. Catullus and the Elegists** (staff, Division III)
- 398. Senior Conference** Topics in Latin literature. (staff)

The following courses are also of interest to Latin majors:

Classical and Near Eastern Archaeology 324. Roman Architecture
General Studies 152. Self, Symbol, and Society in Classical Epic
General Studies 246. Idealism and Ideology in Augustan Rome

Haverford College offers the following courses in Latin:

Classics 002. Elementary Latin
Classics 102a, b. Introduction to Latin Literature
Classics 252a, b. Advanced Latin

MATHEMATICS

Professors:

Frederic Cunningham, Jr., Ph.D., *Katharine E. McBride Professor*
Rhonda J. Hughes, Ph.D., *Chairman*
Paul Melvin, Ph.D.

Assistant Professors:

Victor Donnay, Ph.D.
Helen Grundman, Ph.D.

Lecturer:

Eirini Poimenidou, Ph.D.

Instructors:

Peter G. Kasius, M.A.
Mary Louise Nigro, M.A., *Major Adviser*
Lisa Sigler, M.A.

The mathematics major requires six core courses and four elective courses at or above the 200 level. Students interested in graduate school in mathematics should take more than the minimum number of courses required. Any of this work other than Senior Conference may be taken at Haverford or elsewhere.

Core Requirements: Multivariable Calculus (201)

Linear Algebra (203; H215)
Real Analysis (301–302; H317–318)
Abstract Algebra (303; H333)
Senior Conference (398)

You may complete the major with any four mathematics courses at or above the 200 level, but if you wish to pursue a more focused program, we offer various options:

(I) *Pure Mathematics Option*

Strongly recommended for graduate school:

Vector Calculus (202; H216)
Abstract Algebra, second semester (304; H334)
Topology (312; H335)
Complex Variables (322)

Select additional courses from:

Differential Equations (204; H204)
Chaotic Dynamical Systems (251)
Discrete Mathematics (231; H190)
Partial Differential Equations (311)

(II) *Applied Mathematics Option*

Select remaining courses from:

Differential Equations (204; H204)
Chaotic Dynamical Systems (251)
Vector Calculus (202; H216)
Complex Variables (322)

Mathematics

Mathematical Physics (306)
Mathematical Biology (329)
Probability/Statistics (205; H218)
Partial Differential Equations (311)
Discrete Mathematics (231; H190)
Numerical Analysis (H320)

(III) *Computational Mathematics Option*

In addition to the six core courses, the following courses are required:

Introduction to Computing (CS110; H105)
Data Structures and Algorithms (CS206)
Discrete Mathematics (231)

Plus any two courses selected from:

Principles of Computer Organization (H240)
Principles of Programming Language (H245)
Discrete Mathematics II (232)
Analysis of Algorithms (H340)
Theory of Computation (H345)

(IV) *Mathematical Physics Major*

The Departments of Mathematics and Physics offer a joint independent major in mathematical physics supervised by Professor Albano (physics) and Professor Hughes (mathematics). Students interested in this program are encouraged to consult either one of these two faculty members.

For students entering with advanced placement credits it is possible to earn both the A.B. and M.A. degrees in an integrated program in four or five years. See also the Department of Physics (page 170) for a description of the five-year joint programs with the California Institute of Technology and the University of Pennsylvania for completing both an A.B. at Bryn Mawr and an engineering degree from Caltech or Penn.

The degree with honors in mathematics is awarded by the department to students who have achieved excellence in the work of the major and in a program of independent work undertaken in the senior year, including an honors thesis, which may be an expository paper or some original research.

Requirements for the minor in mathematics are six courses in mathematics at the 100 level or higher, of which at least four are 200 level or higher, and at least two are 300 level or higher. Math AP credits with a score of 4 or 5 may be counted toward the minor in mathematics.

Any course in mathematics at the 100 level or above satisfies the College requirement of work in mathematics or Quantitative Skills. Moreover, students who choose to fulfill the additional work requirement in mathematics, rather than language, must take a semester of calculus and any other semester course in mathematics at the 100 level or above. Consult the curriculum section of this catalogue for further information.

001. Fundamentals of Mathematics Basic techniques of algebra, analytic geometry, graphing, and trigonometry, for students who need to improve these skills before entering other courses which use them, both

inside and outside mathematics. Placement in this course is by advice of the department and consent of instructor. (staff)

101, 102. Calculus with Analytic Geometry Differentiation and integration of algebraic and elementary transcendental functions, with the necessary elements of analytic geometry and trigonometry; the fundamental theorem, its role in theory and applications, methods of integration, applications of the definite integral, infinite series. Prerequisite: Math readiness or permission of instructor. (staff, Division II or Quantitative Skills)

103. Matrices and Linear Programming Matrices, linear equations, and inequalities; linear programming problems, with applications; the simplex algorithm; duality and two-person matrix games. Elementary computer programming is included so that non-trivial problems can be solved numerically. Other uses of matrices as time permits, such as Markov chains, or incidence matrices of graphs. Prerequisite: Math readiness or permission of instructor. (staff, Division II or Quantitative Skills)

104. Elements of Probability and Statistics Basic concepts and applications of probability theory and statistics including: finite sample spaces, permutations and combinations, random variables, expected value, variance, conditional probability, hypothesis testing, linear regression, and correlation. The computer is used; prior knowledge of a computer language is not required. If a student plans to take this course, it should be taken before any statistics course offered by the social sciences. Prerequisite: Math readiness or permission of instructor. (staff, Division II or Quantitative Skills)

105. Calculus and Probability A first course in calculus, motivated by the applications to probability. Basic concepts of calculus are covered, together with ideas from probability theory. Topics include random events and random variables; discrete and continuous distributions on the real line; probability laws as set functions and their graphical representations; cumulative probability function, and probability density as its derivative; the definite integral developed for computing probabilities, averages, and measures of dispersion; the fundamental theorem of calculus; exponential and normal distributions; joint distributions as set functions in the plane, hence double integrals. Prerequisite: Math readiness or permission of instructor; no previous calculus is expected. This course may not be taken in addition to Mathematics 101. (staff, Division II or Quantitative Skills)

107. Experiments in Dynamical Systems Computational experiments in the behavior of functions under iteration, using computer graphics. Discussion of examples of dynamical systems as models of natural phenomena. Stable orbits and convergence to equilibrium; periodicity; fractal attractors; bifurcations and chaos. Students should have some literacy in basic mathematical notations such as functions, variables, and exponents. (staff, Division III or Quantitative Skills)

201. Multivariable Calculus Vectors and geometry in two and three dimensions, partial derivatives, extremal problems, double and triple integrals, line and surface integrals, Green's and Stokes' Theorems.

Prerequisite: Mathematics 102 or permission of instructor. (staff, Division II or Quantitative Skills)

202. Vector Calculus Calculus in \mathbb{R}^n , the total differential, implicit and inverse function theorems, multiple integrals, integration on manifolds, Green's and Stokes' Theorems. Prerequisite: Mathematics 201. (staff, Division II or Quantitative Skills)

203. Linear Algebra Matrices and systems of linear equations, vector spaces, and linear transformations, determinants, eigenvalues and eigenvectors, inner product spaces, and quadratic forms. Prerequisite: Mathematics 102 or permission of instructor. Meets Division II requirement. (staff, Division II or Quantitative Skills)

204. Differential Equations Linear differential equations with constant coefficients, first and second order linear differential equations with non-constant coefficients, Frobenius method, systems of differential equations, stability and phase portrait. Prerequisite: Mathematics 203 or permission of instructor. (staff, Division II or Quantitative Skills)

205. Theory of Probability with Applications Random variables, probability distributions on \mathbb{R}^n , limit theorems, random processes. Prerequisite: Mathematics 201. (staff, Division II or Quantitative Skills)

231. Discrete Mathematics I An introduction to several topics in discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, graph theory, and counting techniques. (staff, Division II or Quantitative Skills; cross listed as Computer Science 231)

232. Discrete Mathematics II Additional topics in discrete mathematics with strong applications in computer science. Topics include algebraic structures (monoids, lattices, and Boolean algebras), formal language theory (regular and context free languages), machines (automata and Turing machines), computability and complexity theory. (staff, Division II or Quantitative Skills; cross listed as Computer Science 232)

301, 302. Introduction to Real Analysis The real number system, elements of set theory and topology, continuous functions, uniform convergence, the Riemann integral, power series, Fourier series, and other limit processes. Prerequisite: Mathematics 201. (staff)

303, 304. Abstract Algebra Groups, rings, fields, and their morphisms. Prerequisite: Mathematics 203. (staff)

312. Topology Point set topology, connectedness, compactness, paracompactness, separability, metric spaces, fundamental group and covering spaces. Prerequisites: Mathematics 201 and 203 or permission of instructor. (Melvin)

322. Functions of Complex Variables Complex numbers, functions of complex variables, analyticity, Cauchy integral theorem and Cauchy integral formula, Laurent series, residues, conformal mappings, Moebius

and Schwarz-Christoffel transformations. Prerequisite: Mathematics 301 or permission of instructor. (staff)

329. Elements of Mathematical Biology (staff; cross listed as Biology and Physics 329.)

351. Chaotic Dynamical Systems Limits, Cantor set, periodic points of a map, chaotic maps, maps on a circle and torus, bifurcation theory, Mandelbrot set, fractals, and Julia sets. Prerequisite: Mathematics 201. (Park)

390. Number Theory Algebraic number fields and rings of integers; quadratic and cyclotomic fields; norm and trace; ideal theory; factorization and prime decomposition; lattices and the geometry of algebraic integers; class numbers and ideal class groups; computational methods; Dirichlet's unit theorem. Prerequisite: Mathematics 303 or permission of instructor. (Grundman)

398, 399. Senior Conference A seminar for seniors majoring in mathematics. Topics vary from year to year. (staff)

403. Supervised Work (staff)

Haverford College offers the following courses in mathematics:

113, 114. Calculus I and II

204. Differential Equations

215. Linear Algebra

216. Advanced Calculus

218. Probability and Statistics

220. Elementary Complex Analysis

227. Introduction to Mathematical Logic

250. Combinatorial Analysis

317, 318. Analysis I and II

333, 334. Algebra I and II

335, 336. Topology I and II

390. Advanced Topics in Algebra and Geometry

398. Advanced Topics in Logic and Foundations of Mathematics

399. Senior Departmental Studies

MUSIC

At Haverford College

Professor:

John H. Davison, Ph.D.

Associate Professor:

Curt Cacioppo, Ph.D., *Chairman and Major Adviser*

Assistant Professor:

Richard Freedman, Ph.D.

Lecturers:

Marian E. Dolan, M.M., *Choral Conductor*

James Meyers, M.M., *Orchestral Conductor*

The music curriculum is designed to deepen understanding of musical form and expression through development of skills in composition and performance joined with analysis of musical works and their place in various cultures. A major in music provides a foundation for further study leading to a career in music.

The theory program stresses proficiency in aural, keyboard, and vocal skills, and written harmony and counterpoint. Composition following important historical models and experimentation with contemporary styles are emphasized. The history program, which embraces European, North American, and Asian traditions, considers music in the rich context of its social, religious, and aesthetic surroundings.

The performance program offers opportunities to participate in the Haverford-Bryn Mawr Chamber Singers, Chorale, Women's Ensemble, Symphony, and ensembles formed within the context of Haverford's Chamber Music Seminar. Music 214c; 215c,f,i; 216c; and Private Study 117f, 118f-417a, 418b are academically credited courses.

The requirements for the major are: Theory-composition 203a, 204a and 303a; History 230, 231 and three upper-level electives in music, such as 228a, 304b, 307a/b, 403b, or 480a/b. The department suggests that prospective majors complete Music 203 and 204 by the end of the sophomore year. Performance-participation in a department-sponsored performance group is required for at least a year. With departmental approval, participation in jazz ensemble may satisfy the performance requirement. Instrumental or vocal private study for one year. Continuing ensemble participation and instrumental or vocal private study is strongly urged. Students in music courses are required to attend five (if enrolled for full credit) departmentally sponsored concerts/colloquia, three (if enrolled for half credit) concerts/colloquia per semester. Majors are expected to attend the majority of department-sponsored concerts/colloquia. Majors must satisfactorily complete a senior project which will demonstrate focused achievement in one of the three principal areas of music (theory-composition, history, performance). Time and guidance for the senior project will normally be provided through the student's taking either 480 course or a regular course for double credit. Project topics should receive music faculty approval not later than September 30 of the student's senior year. Music contributes to the areas of concentration, and the music department welcomes proposals for interdisciplinary major programs involving music.

The requirements for the minor (Bryn Mawr students only) are: (1) Theory, two courses: 203a, 204b; (2) Music History; two courses; (3) one upper division elective; and (4) Performance; one unit of work (i.e., one year at a half-credit a semester). This credit can be earned through participation in one of the department-sponsored groups or through the music lesson program. The director of the arts program at Bryn Mawr, in consultation with the Haverford department chairman, is able to arrange students' programs for the minor.

Departmental honors or high honors are awarded on the basis of superior work in music courses combined with exceptional accomplishment in the senior project.

THEORY AND COMPOSITION

105a. Musicianship and Literature I Preliminary intensive exercise in ear-training, sight-singing, and aural harmony, and investigation of principal works of the baroque and classical periods through guided listening and analysis. (Meyers, Division III)

106b. Musicianship and Literature II A continuation of Music 105. (Meyers, Division III)

107f, i. Introductory Piano For students with little or no keyboard experience. Basic reading skills and piano technique; scales, arpeggios, and compositions in small forms by Bach, Mozart, and others. Enrollment is limited to sixteen students. (staff, Division III)

203a, b. Principles of Tonal Harmony I A study of the harmonic vocabulary and compositional techniques of Bach, Haydn, Mozart, Beethoven, Schubert, and others. Emphasis on composing melodies, constructing phrases, and harmonizing in four parts. Composition of minuet and trio or other homophonic pieces as final project. Lab drills include keyboard harmony and analysis. Three class hours and one laboratory period a week. Prerequisite: Music 106 or permission of instructor. (Davison, Division III)

204a, b. Principles of Tonal Harmony II Extension of Music 203. Chorale harmonization, construction of more complex phrases; composition of original theme and variations as final project. Lab drills include keyboard harmony and score study. Three class hours and one laboratory period a week. Prerequisite: Music 203 or permission of instructor. (Davison, Division III)

303a. Advanced Tonal Harmony I Review of chorales, introduction to chromatic harmonization; composition in forms such as waltz, nocturne, intermezzo; exploration of accompaniment textures. Prerequisite: Music 204 or permission of instructor. (Cacioppo)

304b. Counterpoint This course studies eighteenth century contrapuntal techniques and forms with emphasis on the works of J.S. Bach. Modal counterpoint; canon; composition of two-part contrapuntal dance (such as gavotte); invention; introduction to fugal writing. Analysis of works from supplemental listening list is required. Three class hours and one laboratory period. Prerequisite: Music 303 or permission of instructor. (Cacioppo)

403a, b. Seminar in Twentieth-century Music Examination of classic and contemporary twentieth-century composers, works, and trends, with reference to theoretical and aesthetic writings and the broader cultural context. Prerequisite: Music 204 or permission of instructor. (Cacioppo)

PERFORMANCE

117f (Division III), **118i** (Division III), **217f** (Division III), **218i** (Division III), **317f**, **318i**, **417a**, **418b**. **Vocal or Instrumental Private Study** To receive credit for private study, students must be participating in a departmentally approved ensemble (such as Chorale, Chamber Singers, Symphony, or Music 215 Seminar group) or assigned, related activity. All students in the private study program perform for a faculty jury at the end of the semester. Teachers submit written evaluations at the end of the semester's work; the 100 level is graded pass/fail. Grades, given at the 200-400 levels, are determined on the basis of all available material. Full credit is automatically given at the 400 level only; requests for full credit at the 100-300 level will be considered by the department. A maximum of two credits of private study may be applied toward graduation. All financial arrangements are the student's responsibility. Private study subsidies may be applied for at the beginning of each semester's study through the department. Prerequisites: Any non-private study, full-credit course offered by the Department of Music at Haverford (may be taken concurrently with private study; if two half-credit courses are to be applied toward this prerequisite, only the second may be taken concurrently); departmental audition to determine level; departmental approval of proposed teacher. (Dolan, vocal; Meyers, instrumental; Cacioppo, keyboard)

214c. Seminar in Analysis and Performance of Choral Literature Available to students participating in the Haverford-Bryn Mawr Chamber Singers. Research into the special musical problems of literature, rehearsed and performed during the semester. (Dolan, Division III)

215c, f, i. Ensemble and Accompanying Seminar Intensive rehearsal of works for small groups, with supplemental research and listening assigned. Performance required. Available to instrumentalists and vocalists who are concurrently studying privately or who have studied privately immediately prior to the start of the semester. Prerequisite: audition and permission of instructor. (Cacioppo, Division III)

216c. Seminar in Analysis and Performance of Orchestral Literature For students participating in the Haverford-Bryn Mawr Symphony. Research into the special musical problems of literature rehearsed and performed during the semester. (Meyers, Division III)

307a, b. Topics in Piano A combination of private lessons and studio/master classes, musical analysis, research questions into performance practice and historical context, and critical examination of sound recorded sources; preparation of works of selected composer or style period for end of semester class recital. Topics change each semester. For qualified pianists. Prerequisite: audition. (Cacioppo)

HISTORY

102b. Introduction to Western Music (also called General Programs 102b) A survey of the European musical tradition from the Middle Ages to modern times. Students will hear music by Monteverdi, Bach,

Mozart, Beethoven, Wagner, Stravinsky, and Glass, among many others, developing both listening skills and an awareness of how music relates to the culture that fosters it. In addition to listening and reading, students will attend concerts and prepare written assignments. May not be counted toward the major. (Freedman, Division III)

149a, b. Native American Music and Beliefs The music of Native North Americans is explored in this course through listening, singing, and reading/analysis of ethnographic transcriptions. The role of music in ceremonial and social contexts is discussed, and crossovers with other musical idioms (jazz, folk, rock, concert) are examined. (Cacioppo, Division III)

227a. Jazz and the Politics of Culture This course is a study of jazz and its social meanings. Starting with an overview of jazz styles and European idioms closely bound to jazz history, the course gives students a basic aural education in musical forms, the process of improvisation, and the fabric of musical performance. Our principal goal, however, will be to discover how assumptions about order and disorder in music reflect deeply felt views about society and culture. Prerequisites: sophomore standing or higher; not open to students who have taken Music 126, which this course replaces. (Freedman, Division III)

228a. Musical Voices of Asia This course considers music and its place in Asian cultures—as a symbol of collective identity; as a vehicle for self-expression; and as a definer of social, racial, or gender differences. Students will examine the traditional musics of India, Indonesia, and Japan and their interaction with European music. In addition to extensive listening and reading, students will prepare individual research projects. The class will attend concerts and films in the Philadelphia area. Prerequisite: sophomore standing or higher. (Freedman, Division III)

230a. History of Music I: The European Musical Heritage to 1750 This course examines music by Machaut, Josquin, Monteverdi, Handel, Bach, and many other composers of the twelfth through the eighteenth centuries. Classroom assignments will consider the basic problems raised by the study of early music; questions of style and structure, ideas about performance practice, and issues of cultural history. In addition to extensive listening and reading assignments, students will prepare individual research projects. The class will attend early music concerts and workshops in the Philadelphia area. Prerequisites: Music 102 or Music 105. (Freedman, Division III)

231b. History of Music II: The European Musical Heritage from 1750 to 1920 This course examines the music of Mozart, Beethoven, Chopin, Schumann, Verdi, Wagner, Schoenberg, and Stravinsky, among many others. Classroom discussions will focus on the style and organization of individual works, problems of performance practice, compositional method, and issues of biography and historical context. In addition to extensive listening and reading assignments, students will prepare individual research projects. Prerequisites: Music 102 or Music 105. (Freedman, Division III)

480a, f, b, i. Independent Study Prerequisite: permission of instructor. (staff, Division III)

PHILOSOPHY

Professors:

Robert J. Dostal, Ph.D., *Rufus M. Jones Professor and Chairman and Major Adviser*

George L. Kline, Ph.D., *Katharine E. McBride Professor*

Michael Krausz, Ph.D., *Milton C. Nahm Professor*

George E. Weaver, Jr., Ph.D.

Assistant Professor:

Margaret Little, Ph.D.

Affiliated Faculty:

Stephen G. Salkever, Ph.D., *Mary Katharine Woodworth Professor of Political Science*

The Department of Philosophy prepares its students in a number of ways. The undergraduate major prepares students for graduate-level study of philosophy in which they work toward becoming professionals in the discipline as teachers and researchers. Undergraduate instruction also introduces students to some of the most compelling answers that have been given to questions arising from thoughtful reflection on human existence, and grooms students for a wide variety of fields which require analysis, conceptual precision, and clarity of thought and expression. These include the law, social services, business, computer science, health professions, and the arts.

The curriculum focuses on three major areas: (1) the systematic areas of logic, theory of knowledge, metaphysics, ethics, and aesthetics; (2) the history of philosophy through study of key philosophers and philosophic periods; and (3) the philosophical explication of methods in such domains as science, religion, art, and history.

The department is a member of the Greater Philadelphia Philosophy Consortium, which sponsors the Conferences on the Philosophy of the Human Studies; the Consortial Visiting Professor; the Public Issues Forum; monthly Working Group meetings; and other philosophical programs. Participating in the consortium along with Bryn Mawr are Drexel University, Haverford College, LaSalle University, Pennsylvania State University, Rosemont College, St. Joseph's University, Swarthmore College, Temple University, University of Pennsylvania, and Villanova University. Undergraduate students can take advantage of cross-registration arrangements with Haverford College, Swarthmore College, and the University of Pennsylvania.

Each student majoring in philosophy must take a minimum of ten semester courses. The following four courses are required of the major: the two-semester historical introduction (Philosophy 101 and 201), Ethics (221), and Senior Conference (398). At least three other courses at the 300 level are required. In addition, each student must take at least one course in the theory of knowledge and one additional historical course that concentrates on the work of a single philosopher or a period in philosophy. Theory of knowledge courses include Philosophy of Social Science (210), Theory of Knowledge (211), Philosophy of Science (310), Philosophy of History (312), Philosophy of Language (318), and Culture and Interpretation (323).

Bryn Mawr's department cooperates extensively with the department at Haverford, enabling the major to experience a wide variety of approaches to philosophy as well as additional course offerings. Haverford courses may satisfy Bryn Mawr requirements, but a student should check with the chairman of the department to make sure a specific course meets a requirement. Students may also enroll in selected courses at Swarthmore College.

Philosophy majors are encouraged to supplement their philosophical interests by taking advantage of courses offered in related fields, such as literature, languages, history, psychology, and mathematics.

A student may minor in philosophy by taking six courses in the discipline at any level.

No introductory-level course carries a prerequisite. However, all courses on both the intermediate and advanced levels carry prerequisites. Unless stated otherwise in the course description, any introductory course satisfies the prerequisite for an intermediate-level course, and any intermediate course satisfies the prerequisite for an advanced-level course.

101. A Historical Introduction to Philosophy: Greek Philosophy The origins and development of Greek philosophy, including the pre-Socratics, Plato, and Aristotle. (Dostal, Little, Division III)

102. Introduction to Problems of Philosophy: Foundations of Knowledge Contemporary formulations of certain philosophical problems are examined, such as the nature of knowledge, persons, freedom and determinism, the grounds of rationality, cognitive and moral relativism, and creativity in both science and art. (Krausz, Division III)

103. Introduction to Logic Training in reading and writing proof discourses (i.e., those segments of writing or speech which express deductive reasoning) to gain insight into the nature of logic, the relationship between logic and linguistics, and the place of logic in the theory of knowledge. (Weaver, Division III)

201. A Historical Introduction to Philosophy: Modern Philosophy The development of philosophic thought from Descartes to Nietzsche. No prerequisite. (Dostal, Little, Division III)

203. Formal Semantics A study of the adequacy of first order logic as a component of a theory of linguistic analysis. Grammatical, semantic, and proof theoretic inadequacies of first order logics are examined and various ways of enriching these logics to provide more adequate theories are developed, with special attention to various types of linguistic presuppositions, analyticity, selection restrictions, the question-answer relation, ambiguity, and paraphrase. Prerequisite: Philosophy 103. (Weaver, Division III)

210. Philosophy of Social Science: Introduction to Cultural Analysis An examination of the relation between the philosophical theory of relativism and the methodological problems of cross-cultural investigation. Selected anthropological theories of culture are evaluated in terms of their methodological and philosophical assumptions with attention to questions of empathetic understanding, explanation, evidence, and

rational assessment. (Krausz, Kilbride, Division I; cross listed as Anthropology 201)

211. Theory of Knowledge An examination of the relation between cultural relativism and cognitive relativism. Comparisons are made with absolutist and foundationalist strategies. Topics include the nature of truth, conceptual schemes, and argumentation. (Krausz, Division III)

213. Intermediate Logic: Introduction to Mathematical Logic Equational logics and the equational theories of algebra are used as an introduction to mathematical logic. While the basics of the grammar and deductive systems of these logics are covered, the primary focus is their semantics or model theory. Particular attention is given to those ideas and results which anticipate developments in classical first order model theory. Prerequisite: Philosophy 103 or Mathematics 101 and 102. (Weaver, Division II or Quantitative Skills)

214. Modal Logic A study of normal sentential modal logics. Topics include Kripke semantics, Makinson constructions, and back and forth arguments. Prerequisite: Philosophy 103. (Weaver, Division II or Quantitative Skills)

215. Introduction to Set Theory: Cardinals and Ordinals Study of the theory of cardinal and ordinal numbers in the context of Gödel-Bernays-von Neumann set theory. Topics include equivalents of the axiom of choice and basic results in infinite combinatorics. Prerequisite: Philosophy 103 or Mathematics 101 and 102. (Weaver, Division II or Quantitative Skills)

218. Foundations of Mathematics The construction of the basic number systems (positive integers, integers, rationals, and reals) and the axiomatic development of their theories from a modern "abstract" perspective. Emphasis is given to those ideas, methods, and presuppositions implicit in these developments. Prerequisite: Philosophy 103, 213, or 215, or Mathematics 101. (Weaver, Division II or Quantitative Skills)

220. Early Chinese Belief: The Five Classics of Confucianism (Nylan, Division III; cross listed as History 220)

221. Ethics A close study of classical and contemporary texts, with attention to such problems as the nature of moral conflict, freedom, responsibility, obligation, and decision. (Dostal, Little, Division III)

222. Aesthetics An examination of aesthetic experience, the ontology of art objects, the nature of artistic interpretation, and the concept of creativity. (Krausz, Division III; cross listed as Comparative Literature 222)

236. Plato: Early and Middle Dialogues A close study of several Platonic dialogues chosen from among the following: *Apology*, *Crito*, *Euthyphro*, *Meno*, *Gorgias*, *Phaedo*, *Phaedrus*, *Symposium*. Emphasis on the character of Socrates, the nature of Socratic inquiry, and the relationship between such inquiry and political life. Some familiarity with the *Republic* is presupposed. (Dostal, Salkever, Division III; cross listed as Political Science 236)

- 238. Science, Technology, and the Good Life** A study of science, its relationship to the good life, and the relationship of technology to both science and the good life, in the ancient, modern, and contemporary periods. Primary readings from Aristotle, Galileo, and Husserl. Supplementary readings from the modern and contemporary period include Descartes, Hobbes, Newton, Boyle, Habermas, Arendt, Taylor, and MacIntyre. (Dostal, Division III; cross listed as Political Science 238)
- 242. Theory of Recursion** An introduction to the theory of recursion understood as the study of "effective" language processing, (i.e., as the study of those processes involving symbol manipulation which can be carried out in a purely mechanical or formal fashion). The central concepts of recursion (enumerability, decidability, computability, and solvability) are defined in terms of the notion of elementary formal systems. Topics include abstract forms of the incompleteness and undecidability results of Church, Gödel, Tarski, and Rosser; recursive function theory; Turing-Post machines; diagonalization, Gödel sentences, and Gödel numbering. Prerequisite: Philosophy 103, Mathematics 101, or discrete mathematics. (Weaver, Division II or Quantitative Skills)
- 293. The Play of Interpretation** Intended for students in the humanities and social sciences, the course explores the processes and ends of interpretation, surveys common problems, and seeks common frameworks and approaches to texts. An examination of factors central to interpretation, such as conceptions of text, author, and reader, is followed by consideration of the role of description, metaphor, and writing, as well as such concepts as structure and history, and concludes with a study of the models offered by hermeneutics, structuralism, and poststructuralism. (Dostal, Division III; cross listed as Comparative Literature and English 293)
- 310. Philosophy of Science** An examination of positivistic science and its critics. Topics include the possibility and nature of scientific progress from relativistic perspectives. (Krausz)
- 312. Philosophy of History** An examination of representative analytic and speculative philosophies of history. Topics include the nature of historical explanation, the relativist/absolutist controversy, holism and individualism, and historical interpretation. (Krausz)
- 316. Philosophy of Mathematics** Epistemological problems, particularly in reference to mathematical realism, are examined and various solutions are discussed, with emphasis on "structuralist" solutions arising out of modern abstract algebra. Prerequisite: Philosophy 103 or 213. (Weaver)
- 318. Philosophy of Language** Tarski's attempt to formulate scientific semantics as an axiomatic theory and to define various semantic concepts (e.g., designation, truth, and logical consequence) within that theory. This work is compared with the more recent attempts to provide a model theoretic semantics for parts of natural language. Prerequisite: Philosophy 103. (Weaver)

323. Culture and Interpretation A study of methodological and philosophical issues associated with interpreting alternative cultures,

Philosophy

including whether ethnocentrism is inevitable, whether alternative cultures are found or imputed, whether interpretation is invariably circular or relativistic, and what counts as a good reason for one cultural interpretation over another. Prerequisite: a 200-level course in philosophy or anthropology or permission of instructor. (Krausz)

325. Philosophy of Music This course considers philosophical issues pertinent to the ontology of works of music, meaning and understanding of music, emotions and expressiveness in music, music and intentionality, scores in relation to performances, the idea of rightness of interpretation, music and morality, and music in relation to other arts and practices. Prerequisite: an introductory course in philosophy or music, or permission of the instructor. (Krausz)

330. Kant An examination of central themes of Kant's critical philosophy. (Dostal)

331. Hegel A close study of the major themes of the *Phenomenology of Spirit* with some attention to the anti-Hegelian "existentialist" response of Kierkegaard's *Concluding Unscientific Postscript*. (Dostal)

333. Russian Philosophy A critical survey of major trends in Russian thought from the eighteenth to the mid-twentieth century, with special attention to ethics, social philosophy, the philosophy of religion, and the philosophy of history. The current Russian reassessment and reappropriation of such previously repudiated thinkers as Solovyov and Berdyaev is also considered. (Kline)

336. Plato: Later Dialogues An examination of several so-called "late" dialogues, primarily *Theatetus*, *Sophist*, *Statesman*, and *Philebus*. Special attention is given to the literary character of the dialogues, with thematic focus on the relationship between the method of collection and division, dialogic inquiry, and Aristotelian modes of explanation; and on the Platonic images of the philosopher and the political leader. Prerequisites: Political Science 209 and 231 or Philosophy 101 and 201. (Dostal, Salkever; cross listed as Political Science 336)

398. Senior Conference A seminar designed to involve all senior majors, all first-year graduate students, and all faculty members in the reading of a major contemporary work. (Dostal, Krausz, Little)

Haverford College offers the following courses in philosophy:

- 101. Historical Introduction to Philosophy
- 107. Logic
- 202. Plato
- 203. Aristotle
- 208. Hinduism
- 209. Buddhism
- 210. Jewish Philosophy and Theology
- 221. Early Modern Continental Philosophy
- 222. Early Modern British Philosophy
- 226. Nineteenth-century Philosophy
- 227. Nietzsche
- 228. Analytic Philosophy

- 229. Wittgenstein
- 230. Twentieth-century Continental Philosophy
- 234. African American Philosophy
- 235. African Philosophy
- 252. Philosophy of Logic and Language
- 256. Metaphysics and Epistemology
- 266. Critical Theory of Society
- 268. Social and Political Philosophy
- 270. Philosophy of Science
- 302. Kant
- 303. Hegel
- 304. Topics in Ancient Philosophy
- 305. Topics in Early Modern Philosophy
- 306. Topics in Nineteenth-century Philosophy
- 307. Topics in Recent Anglo-American Philosophy
- 308. Topics in Recent Continental Philosophy
- 309. Topics in Logic and Ontology
- 310. Topics in Ethics
- 311. Topics in Aesthetics and Philosophy of Literature
- 312. Topics in Social and Political Philosophy
- 313. Contemporary Philosophical Problems
- 314. Topics in Non-Western Philosophy
- 315. Topics in Epistemology and Philosophy of Language

PHYSICS

Professors:

Neal B. Abraham, Ph.D., *Rachel C. Hale Professor in the Sciences and Mathematics and Chairman*

Alfonso M. Albano, Ph.D., *Marion Reilly Professor (on leave, 1992-93)*

Peter A. Beckmann, Ph.D., *Major Adviser*

Associate Professor:

Michelle D. Shinn, Ph.D.

Laboratory Instructor:

Mary E. Scott, M.A.

The courses in physics emphasize the concepts and techniques that have led to our present state of understanding of the physical universe; they are designed to relate the individual parts of physics to the whole rather than to treat them as separate disciplines. In the advanced courses the student applies these concepts and techniques to increasingly independent studies of physical phenomena. Opportunities exist for interdisciplinary work, for participation by qualified majors in research with members of the faculty, and for training in instrument making, glass blowing, computer programming and interfacing, and electronics.

It is possible for a student who takes Physics 107, 122 and Mathematics 101, 102 in the sophomore year to major in physics. However, it is advisable for a freshman considering a physics major to take Physics

107,122 and Mathematics 101, 102 in the freshman year. Entering students are strongly urged to take departmental placement exams in physics and mathematics if they have had reasonably strong advanced placement courses in high school. Advanced placement and credit is given for a score of 4 or 5 on the AP tests. Alternatively, students may take the departmental advanced placement examinations just prior to, or during, the first week of classes.

It is strongly recommended that students considering graduate work in physics, materials science, engineering, or related fields supplement the major requirements with additional courses in physics, mathematics, or chemistry. In consultation with appropriate faculty members, students may design independent majors in, for instance, mathematical physics, geophysics, or chemical physics.

The requirements for the major are seven physics courses and two mathematics courses beyond the introductory sequences. Physics 201 (Haverford Physics 115), Physics 214 (Haverford Physics 214), and Mathematics 201 (Haverford Mathematics 121) are required. The second mathematics course must be one of: Mathematics 204 (Haverford Mathematics 204) which is the preferable choice, Mathematics 202 (Haverford Mathematics 216), or Mathematics 203 (Haverford Mathematics 215). Usually, the other five physics courses will be any 300-level physics courses at Bryn Mawr or Haverford. However, any two courses from among Astronomy 204, 305, 320, 322, and any 300-level mathematics course may be substituted for two of the five 300-level physics courses. With permission of the department, some 200- and 300-level geology, physical chemistry, and inorganic chemistry courses may be substituted for one or two of the five physics courses, in some cases on a two-for-one basis. Without permission of the department, no more than two substitutions for 300-level physics courses can be made. Students who do the introductory physics and mathematics sequences in their sophomore year are able to major in physics.

Requirements for the minor beyond the introductory sequence are: Physics 201, 214, one 300-level course and one other 200- or 300-level course approved by the department or appropriate equivalent Haverford physics or astronomy courses.

The A.B. degree may be awarded with honors in physics. The award is based on the quality of original research done by the student and described in a senior thesis presented to the department and the achievement of a minimum grade point average in physics of 3.4 and an overall grade point average of 3.0, both calculated at the end of the senior year.

The department has been successful in preparing students for graduate school in physics, physical chemistry, materials science, and engineering. To be well prepared for graduate school, students should take, as a minimum, physics 201, 214, 302, 303, 308, 309, 331, and mathematics 201, 203, and 204. Students bound for graduate school are also advised to take additional mathematics courses and to engage in research with a member of the faculty. Preparation for graduate school is possible but very demanding for students who have completed only the introductory physics and mathematics sequences by the end of their sophomore year. In this case, one must take, at a minimum, Physics 201, 214, 309, 331, and Mathematics 201 in the junior year and Physics 302, 303, 308, and an additional 200-level mathematics course in the senior year.

The Three-Two Plan in Engineering and Applied Science: The College has negotiated arrangements with the California Institute of

Technology and with the University of Pennsylvania whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year of the engineering and applied science option at Caltech or one of the engineering programs at Penn. At the end of a total of five years she is awarded a Bachelor of Arts degree by the College and a Bachelor of Science degree by Caltech or by Penn. Programs are available in many areas of specialization, including: aeronautical, biomedical, civil, computer science, electrical, materials science, mechanical, and systems engineering.

Further details are given on page 64. Students considering majoring in physics should consult the departmental adviser to the Three-Two engineering programs at the time of registration for Semester I of the freshman year. Interested students are encouraged to write to the department prior to their arrival at the College since careful planning of course enrollments is needed to meet both the College's graduation requirements and the engineering prerequisites. Students should consult each semester with the faculty adviser to ensure that all requirements are being completed on a satisfactory schedule.

101. Introductory Physics I An introductory course covering classical mechanics (kinematics and dynamics), special relativity, statistical mechanics, nonlinear dynamics, gravity and thermodynamics. This course is calculus-based (though there is no calculus co- or prerequisite) with emphasis on the problem solving and physical insight, the unification of physical laws, and the discoveries of the last two hundred years that have shaped current attitudes and theories in physics. Lecture three hours, recitation one hour, laboratory three hours a week. Designed for junior and senior science majors and premedical students. (staff, Division III or Quantitative Skills)

102. Introductory Physics II A calculus-based course on electromagnetism (statics, dynamics, Maxwell's equations, circuits), mechanical and electromagnetic waves (interference, diffraction, physical and geometrical optics), quantum mechanics, atomic physics, molecular physics, solid state physics, particle physics, nuclear physics, and astronomy. Lecture three hours, recitation one hour, laboratory three hours a week. Prerequisite: Physics 101 or permission of instructor. (staff, Division III or Quantitative Skills)

107. Fundamentals of Physics An introduction to the fundamental forces of nature, elementary particles, conservation laws, and principles which underlie the modern understanding of physics and also guide the modern practice of physics. Cosmology, nuclear physics, relativity, mechanics, and electromagnetism are used as examples and illustrations. Special emphasis is placed on how the "laws of physics" are inferred and tested; how paradigms are developed; and how working principles are extrapolated to new areas of investigation. The systematic, as well as the serendipitous, nature of discoveries is illustrated using the work of major scientists. Short papers and investigative laboratories are among the various activities for learning and applying the methods of practicing physicists. No prerequisite. Enrollment limited to freshmen and sophomores and to juniors and seniors not

majoring in science. Lecture three hours, laboratory three hours a week. (staff, Division III)

122. Newtonian Mechanics and Special Relativity A study of Newtonian mechanics and special relativity. Kinematics and dynamics of single particles, systems of particles and extended macroscopic bodies including situations where these systems move at or near the speed of light; conservation laws; Newtonian gravity. Lecture three hours, laboratory three hours a week. Prerequisites: Physics 107 or Haverford Physics 100 or placement; Mathematics 101 or Haverford Mathematics 113 or equivalent. (staff, Division III or Quantitative Skills)

201. Electromagnetism and Physical Optics Electrostatics; electric currents and magnetic fields; electromagnetic induction; Maxwell's equations, electromagnetic waves, and elements of physical optics including principles of diffraction, interference, and coherence. Scalar and vector fields and vector calculus are introduced and developed as needed. Lecture three hours, laboratory in electricity, electronics, and electronic devices four hours a week. Prerequisites: Physics 103, 104. Corequisite: Mathematics 201 or Haverford equivalents. (staff, Division III)

214. Modern Physics and Quantum Mechanics Experimental origins of quantum theory; Schroedinger's equation; one-dimensional problems; angular momentum; the hydrogen atom; spin and addition of angular momenta; elementary radiation theory; the periodic table. Lecture three hours, laboratory in modern physics and physical optics four hours a week. Prerequisites: Physics 201 or permission of instructor and a 200-level mathematics course. (staff, Division III)

302. Quantum Mechanics and Applications An introduction to the formal structure of quantum mechanics; measurement theory; spin angular momentum; the exclusion principle; vector model of the atom; perturbation theory, transition rates and selection rules; Hartree theory and multielectron atoms; molecular bonding; electronic, vibrational, and rotational spectroscopy; the role of symmetry in quantum mechanics. Lecture three hours a week. Prerequisite: Physics 214 or 301. (staff)

303. Statistical and Thermal Physics Statistical description of the states of classical and quantum systems; conditions for equilibrium; statistical basis of thermodynamic concepts and the Laws of Thermodynamics; microcanonical, canonical, and grand canonical ensembles and applications; Fermi-Dirac, Bose-Einstein, and Maxwell-Boltzmann statistics with applications to solid state physics, low temperature physics, atomic and molecular physics, and electromagnetic waves; classical thermodynamics with applications to gases. Lecture three hours a week. Prerequisites: a 200-level physics course and a 200-level mathematics course. (staff, offered at Haverford in 1991-92)

305. Advanced Electronics Survey of electronic principles and circuits useful to the experimental physicist. Topics include feedback and operational amplifiers with extensive applications, servo systems, noise and small signal detection, analog to digital conversion, microcomputer interfacing. Laboratory eight hours a week. Prerequisite: Physics 201 or 203 or Haverford Physics 115. (staff)

308. Advanced Classical Mechanics Kinematics and dynamics of particles and macroscopic systems, including the use of configuration and phase space, normal mode analysis of oscillations, descriptions of the motions of rigid and elastic bodies. Mathematical methods are introduced as needed. Lecture three hours a week. Co- or prerequisite: a 300-level physics course or, with permission of instructor, advanced work in chemistry, astronomy, or mathematics. (staff)

309. Advanced Electromagnetic Theory Electrostatics; dielectrics; electric currents; magnetism; magnetic materials; Maxwell's equations; electromagnetic waves; classical and relativistic electrodynamics; special topics such as superconductivity, plasma physics, and radiation. Mathematical methods are introduced as needed. Lecture three hours a week. Co- or prerequisite: a 300-level physics course or, with permission of instructor, advanced work in chemistry, astronomy, or mathematics. (staff; offered at Haverford in 1991-92)

322. Solid State Physics Crystal structure and diffraction; the reciprocal lattice and Brillouin zones; crystal binding; lattice vibrations and normal modes; phonon dispersion, Einstein and Debye models for the specific heat; free electrons and the Fermi surface; electrons in periodic structures, the Bloch theorem; band structure; semiclassical electron dynamics; semiconductors; magnetic and optical properties of solids; superconductivity; defects in solids. Lecture three hours a week. Co- or prerequisite: Physics 303 or, with permission of instructor, advanced work in chemistry, astronomy, or mathematics. (staff; offered at Haverford in 1991-92)

331. Advanced Modern Physics Laboratory Set-piece experiments as well as directed experimental projects to study selected phenomena in atomic, molecular, nuclear, and solid state physics. These experiments and projects serve as an introduction to the contemporary instrumentation and the precision measurement techniques used in physics research laboratories. Laboratory eight hours a week. Corequisite: Physics 201, or prerequisite: Physics 214. (staff)

390. Supervised Work At the discretion of the department, juniors and seniors may supplement their work with supervised study of topics not covered in the regular course offerings. (staff)

403. Supervised Units of Research At the discretion of the department, juniors and seniors may supplement their work with research in one of the faculty research groups. At the discretion of the research supervisor, a written paper may be required at the end of the semester or year. Among the available topics for supervised units are:

Laser Physics Investigations of output characteristics of high-gain gas and solid state lasers, including mode structure, intensity fluctuations, pulsing phenomena, and effects of anomalous dispersion. Studies of the properties of amplified spontaneous emission: intensity fluctuations and spectral widths. Single photo electron counting to measure coherence properties of optical fields. (Abraham)

Physics

Statistical Physics and Nonlinear Dynamics Theoretical and computational work on nonlinear dynamical systems. Chaotic phenomena in biological systems. (Albano)

Molecular Physics Experimental, theoretical, and computational studies are conducted with the goal of understanding molecular motions in a variety of molecular solids. The main experimental technique is pulsed solid state nuclear magnetic resonance. (Beckmann)

Solid State Physics Experimental studies of optical processes of impurity ions in insulating solids; for example, determination of spontaneous and nonradiative transition rates. Absorption and emission spectra are measured to derive these rates. These data are used to better understand the fundamental physics governing the host lattice-impurity ion interaction. This may lead to better solid state lasers. (Shinn)

Courses which may be offered by current faculty as student interest and circumstances permit:

306. Mathematical Methods in the Physical Sciences

329. Elements of Mathematical Biology

Haverford College offers the following courses in physics. A Haverford course and its Bryn Mawr equivalent (indicated in parentheses) may not both be taken for credit.

100. Survey of Classical and Modern Physics (107)

105. Introduction to Physics and Astronomy (101 or 122)

109. The Physics of Medical Technologies

115. Fundamentals of Physics II (102 or 201)

214. Introductory Quantum Mechanics (214)

302. Advanced Quantum Mechanics (302)

303. Statistical Physics (303)

308. Advanced Classical Mechanics (308)

309. Electrodynamics and Modern Optics (309)

311. General Relativity

313. Particle Physics

316. Electronic Instrumentation and Laboratory Computers (305)

320. Introduction to Biophysics

322. Solid State Physics (322)

326. Advanced Physics Laboratory

412. Research in Theoretical Physics

413. Research in Biophysics

417. Research in Condensed Matter Physics

POLITICAL SCIENCE

The Caroline McCormick Slade Department of Political Science

Professors:

Marc Howard Ross, Ph.D., *Major Adviser*

Stephen G. Salkever, Ph.D., *Mary Katharine Woodworth Professor and Chairman*

Associate Professor of East Asian Studies and History and Political Science:

Michael Nylan, Ph.D., (on leave, 1992-93)

Associate Professor:

Michael H. Allen, Ph.D.

Assistant Professor:

Carol Hager, Ph.D., (on leave, 1992-93)

Visiting Assistant Professor:

John Bendix, Ph.D.

The major in political science aims at developing the reading, writing, and thinking skills necessary for a critical understanding of the political world. Through their course work students examine political life in a variety of contexts from the small scale neighborhood to the international system asking questions about the different ways in which humans have addressed the organization of society, the management of conflicts, or the organization of power and authority.

The major consists of a minimum of ten courses. Two of these must be taken at the introductory (100) level. The major must include work done in two distinct areas of concentration. A minimum of three courses must be taken in each area of concentration, and at least one course in each area must be at the 300 level. In addition, one course is a senior conference (Political Science 398 or one of the Haverford 390 series) to be taken in the first semester of the senior year; another is the senior thesis (Political Science 399), to be written in the second semester of the senior year. The supervisor of a student's thesis can be a member of either the Bryn Mawr or the Haverford departments or, in certain circumstances, a member of another department.

Areas of concentration are not fixed in advance, but are set by consultation between the student and the departmental advisers. The most common areas of concentration have been comparative politics, international politics, American politics, and political philosophy, but concentrations have also been established in Hispanic studies, political psychology, women and politics, Soviet studies, international economics, American history, and environmental studies, among others.

Up to three courses from departments other than political science may be offered for major credit, if in the judgment of the department these courses are an integral part of the student's major plan. This may occur in two ways: (1) an entire area of concentration may be drawn from courses in a related department (such as economics or history); or (2) courses taken in related departments will count toward the major if

they are closely linked with work the student has done in political science. Ordinarily, 100-level or other introductory courses taken in related departments may not be used for major credit in political science.

Students who have done distinguished work in their courses in the major and who write outstanding senior theses will be considered by the department for departmental honors.

All Haverford political science courses count toward the Bryn Mawr major; courses in related departments at Haverford which are offered for political science major credit will be considered in the same way as similar courses taken at Bryn Mawr. All Bryn Mawr majors in political science must take at least three courses in political science at Bryn Mawr. Senior conferences (an average of five a year) are offered at both Bryn Mawr and Haverford.

121. American Politics An introduction to empirical social science concepts and methods in general and to those in political science in particular; organized around the study of two major political processes in the United States: the structure and influence of public opinion and public policy formation. (Maranto, Division I)

132. Government and Politics in Western Europe An analysis of the changing relationship between state and society in selected western European countries, focusing on the historical context of state-society relations, the rise and fall of the "post-war settlement" between labor and capital, and the emergence of new sources of political conflict in the 1970s and 1980s. (Bendix, Hager, Division I)

141. Introduction to International Politics An introduction to international relations, exploring its main subdivisions and theoretical approaches. Phenomena and problems in world politics examined include systems of power-management, imperialism, war, and cold war. Problems and institutions of international economy and international law are also addressed. This course assumes a reasonable knowledge of modern world history. (Allen, Division I)

151. Western Political Philosophy (Ancient and Early Modern) An introduction to the fundamental problems of political philosophy, especially the relationship between political life and the human good or goods. Readings from Plato, Aristotle, Machiavelli, Hobbes, and Rousseau. (Salkever, Division III)

206. Conflict and Conflict Management: A Cross-cultural Approach A study of how and why societies throughout the world differ in terms of the level of internal and external conflict and methods of settling disputes. Explanations for conflict in and among traditional societies are considered as ways of understanding political conflict and dispute settlement in the United States and other contemporary settings. Prerequisite: one course in political science, anthropology, or sociology. (Ross, Division I; cross listed as Anthropology 206)

219. The Chinese Village The history of the Chinese village from the 1898 reform movement to the present. Topics include various movements, such as Rural Reconstruction and the Great Leap Forward, the

changing role of women in China, the place of religion in twentieth-century China, and the role of Western capitalism in the development of the Chinese economy. (Nylan, Division I; cross listed as Growth and Structure of Cities and History 219)

222. Introduction to Environmental Issues An exploration of the ways in which different cultural, economic, and political settings have shaped issue emergence and policy making. Consideration is given to the prospects for international cooperation in solving environmental problems. (Hager)

231. Western Political Philosophy (Modern) A continuation of Political Science 209, although 209 is not a prerequisite. Particular attention is given to the various ways in which the concept of freedom is used in explaining political life. Readings from Locke, Hegel, J.S. Mill, Marx, and Nietzsche. (Salkever, Division III)

236. Plato: Early and Middle Dialogues A close study of several Platonic dialogues chosen from among the following: *Apology*, *Crito*, *Euthyphro*, *Meno*, *Gorgias*, *Phaedo*, *Phaedrus*, *Symposium*. Emphasis on the character of Socrates, the nature of Socratic inquiry, and the relationship between such inquiry and political life. Some familiarity with the *Republic* is presupposed. (Salkever, Dostal, Division III; cross listed as Philosophy 236)

238. Science, Technology, and the Good Life A study of science, its relationship to the good life, and the relationship of technology to both science and the good life, in the ancient, modern, and contemporary periods. Primary readings from Aristotle, Galileo, and Husserl. Supplementary readings from the modern and contemporary period include Descartes, Hobbes, Newton, Boyle, Habermas, Arendt, Taylor, and MacIntyre. (Dostal, Division III; cross listed as Philosophy 238)

241. The Politics of International Law and Institutions An introduction to international law, which assumes a working knowledge of modern world history and politics since the second World War. The origins of modern international legal norms in philosophy and political necessity are explored, showing the schools of thought to which the understanding of these origins give rise. Significant cases are used to illustrate various principles and problems. Prerequisite: Political Science 141. (Allen)

251. Mass Media and the Political Process A consideration of the mass media as a pervasive fact of political life in the U.S. and how they influence American politics. Topics include how the media have altered American political institutions and campaigns, how selective attention to particular issues and exclusion of others shape public concerns, and the conditions under which the media directly influence the content of political beliefs and the behavior of citizens. Prerequisite: one course in political science, preferably Political Science 121. (Ross)

285. Early China: Material, Social, and Philosophical Cultures (staff; cross listed as History 285)

306. Origins of Political Philosophy: China and Greece A consideration of two cases of the emergence of critical and self-reflective public discourse and of the subsequent problem of the relationship between philosophy and political life. Readings from Confucius, Mencius, Chuang tzu, Hsun tzu, the pre-Socratics, Plato, Aristotle, Thucydides. (Nylan, Salkever; cross listed as Philosophy 306)

308. German Politics An examination of the cultural and political development of modern Germany, with emphasis on the post-World War II period. Prerequisites: two courses in European history/culture, or the permission of instructor. (Hager)

311. Theory and Practice: Nietzsche, Hume, and Aristotle A study of three important ways of thinking about theory and practice in Western political philosophy: the reduction of theory to practice in Nietzsche's *Beyond Good and Evil*, the replacement of practice by theory in Hume's *Treatise of Human Nature*, and the articulation of theory as a moment within practical reflection in Aristotle's *Nicomachean Ethics*. Prerequisites: Political Science 209 and 231, or Philosophy 101 and 201. (Salkever)

316. Ethnic Group Politics An analysis of ethnic and racial group cooperation and conflict in a variety of cultural contexts. Particular attention is paid to processes of group identification and definition, the politicization of race and ethnic identity, and various patterns of accommodation and conflict among groups. Prerequisite: two courses in political science or sociology. (Ross; cross listed as Growth and Structure of Cities 316)

321. Technology and Politics An analysis of the complex role of technology in Western political development in the industrial age. Focus on the implications of technological advance for human emancipation. Discussions of theoretical approaches to technology will be supplemented by case studies illustrating the politics of particular technological issues. Prerequisite: two courses in political science or permission of the instructor. (Hager)

327. Political Philosophy in the Twentieth Century A study of twentieth-century extensions of three traditions in Western political philosophy: the adherents of the German and English ideas of freedom and the founders of classical naturalism. Authors read include Hannah Arendt, Jurgen Habermas, John Rawls, Alasdair MacIntyre, Leo Strauss, and Iris Murdoch. Topics include the relationship of individual rationality and political authority, the "crisis of modernity," the relationship between political philosophy and modern science. Prerequisites: Political Science 209 and 231, or Philosophy 101 and 201. (Salkever)

336. Plato: Later Dialogues An examination of several so-called "late" dialogues, primarily *Theatetus*, *Sophist*, *Statesman*, and *Philebus*. Special attention is given to the literary character of the dialogues, with thematic focus on the relationship between the method of collection and division, dialogic inquiry, and the Platonic images of the philosopher and the political leader. Prerequisites: Political Science 209 and 231 or Philosophy 101 and 201. (Salkever, Dostal; cross listed as Philosophy 336)

343. Liberation, Development, and Foreign Policy: Problems and Cases A seminar on the processes of decolonization, nation-building, and development/underdevelopment primarily as seen through the eyes of Third World theorists, activists, and statespersons. Critical examination of concepts purporting to explain the political sociology of colonialism, resistance to and emergence from it. Class conflict, ethnic conflict, leadership, and democracy are examined with special reference to African, Caribbean, and Asian experiences. Prerequisite: Political Science 141; Sociology 102 is recommended. (Allen)

346. Managing Conflict: Theory and Practice An examination of ethnic and international conflict and methods for their peaceful management. Case studies are focused on the Israeli-Palestinian and Cypriot conflicts. We explore theories and methods of third-party intervention in such disputes. The class helps conduct and facilitate a simulation of the Israeli-Palestinian conflict. Prerequisites: two political science courses, including one in peace studies. (Allen)

398. Political Science Senior Conference Each senior major must take one section of the Senior Conference (or Political Science 391, 393, 394, or 396) during the fall semester. Students may take more than one conference and/or research seminar. The conferences are intended primarily for senior majors, but are open to others with the permission of instructor.

International Political Economy This seminar examines the growing importance of economic issues in world politics and traces the development of the modern world economy from its origins in colonialism and the industrial revolution. Major paradigms in political economy are critically examined. Aspects of and issues in international economic relations such as aid, trade, debt, and foreign investment are examined in the light of selected approaches. (Allen)

The American Regime A consideration of the debates over the meaning of American politics, focusing on three historical occasions: the Founding and the controversy between liberalism and classical republicanism; slavery and the Civil War; and present-day disputes concerning pluralism and democracy. (Salkever)

399. Senior Thesis (staff)

403. Supervised Work (staff)

Also of interest:

General Studies 230. Politics and the Novel: Uneasy Allies in Modern China An examination of the relationship between modern political thinkers and leading writers of the twentieth century. Topics include the question of art for art's sake, the relationship of propaganda and art, modern art and the slavish imitation of Western models, including Soviet realism, the relationship of the major political issues in Republican and Communist China and art, and the modern role of the writer compared to the traditional role assigned in imperial China. (Nylan, Division III)

Psychology

Courses which may be offered by current faculty as student interest and circumstances permit:

307. Religion and Politics (Ross)

Haverford College offers the following courses in political science:

- 121. American Political Institutions
- 131. Comparative Government and Politics
- 141. Introduction to International Politics
- 152. Political Theory: Democratic Authority
- 223. American Political Problems: The Congress
- 224. American Political Problems: The Presidency
- 233. Politics and Society in Contemporary India
- 235. Comparative Political Development
- 236. African Politics
- 238. Latin American Politics
- 245. International Political Systems
- 246. International Organization
- 247. International Conflict Management: The Israeli-Palestinian Case
- 248. Nuclear Weapons and Arms Control
- 255. American Democratic Theory and Practice
- 266. American Studies to the Civil War
- 335. Topics in Development Theory and Practice
- 346. Topics in International Politics
- 356. Topics in Modern Political Theory
- 391. Research Seminar in American Politics
- 392. Research and Writing on Political Problems
- 393. Research Seminar in International Politics
- 394. Research Seminar in Comparative Politics
- 396. Research Seminar in Political Theory

PSYCHOLOGY

Professors:

Richard C. Gonzalez, Ph.D., *Class of 1897 Professor*

Howard S. Hoffman, Ph.D., *Katharine E. McBride Professor*

Clark R. McCauley, Jr., Ph.D.

Earl Thomas, Ph.D., *Chairman*, (on leave, Semester II, 1992-93)

Matthew Yarczower, Ph.D.

Professor of Biology and Psychology:

Margaret Hollyday, Ph.D.

Lecturer:

Erika Rossman Behrend, Ph.D., *Associate Dean of the Undergraduate College*

Laboratory Coordinator:

Robert T. Weathersby, Ph.D.

The department offers the student a major program which allows choices of courses from among a wide variety of fields in psychology: clinical, cognitive, comparative, developmental, experimental, personality, physiological, and social. In addition to the considerable breadth offered, the program encourages the student to focus on more specialized areas through advanced course work, seminars, and especially through supervised research. Students have found that the major program provides a strong foundation for graduate work in experimental, physiological, social, developmental, cognitive, and clinical psychology.

An interdepartmental concentration in neural and behavioral sciences is available as an option to students majoring in either biology or psychology. Students electing this option must fulfill requirements of both the major and the concentration, which is administered by an interdepartmental committee. Psychology students interested in the concentration in the Neural and Behavioral Sciences should consult page 229 of the Catalogue, which describes the concentration.

Requirements in the major subject are Psychology 101, 102, or their equivalent, and 205 Experimental Methods and Statistics; eight additional courses, at least four of which must be selected from the following 200-level courses: Learning Theory and Behavior, Comparative Psychology, Educational Psychology, Sensation and Perception, Developmental Psychology, Social Psychology, Abnormal Psychology, Theories of Personality, Physiological Psychology and at least three of which must be selected from the following 300-level courses: Emotion, Nervous System: Structure and Function, Psychological Testing, Current Developments in Psychology, Developmental Cognitive Disorders, Psychopharmacology, Laboratory Methods in Brain and Behavioral Sciences, Cognitive Issues in Personality and Social Psychology, and Advanced Topics in Learning. With permission of the department, two semesters of supervised research may be substituted for one 300-level course.

Psychology 101, 102 (or their equivalent) are prerequisites for all 200-level courses, with the exception of 205. Some second semester courses at the 200 level may, with permission of the department, be taken concurrently with Psychology 102. All courses at the 300 level have 200-level prerequisites (listed below after the description of each 300-level course). Students who have taken an introductory course in psychology elsewhere are not required to take Psychology 101, 102. They may be required to obtain laboratory experience in other courses in their major program. Certain courses in the Department of Human Development, cross listed in psychology, may be taken for psychology credit. Courses at other institutions, or in another Bryn Mawr department, may be credited toward the major with the permission of the department.

Departmental honors (called honors in research in psychology) are awarded on the merits of a report of research (the design and execution, the significance of the results, and the scholarship exhibited in the writing of a paper based on the research). Faculty who supervise student research submit to the faculty of the department any student's research paper judged worthy of consideration for honors in research. Honors are awarded if a majority of the faculty votes in favor of honors.

101, 102. Experimental Psychology A survey of methods, facts, and principles relating to basic psychological processes, their evolution, development, and neurophysiology. Neurobiology, sensory processes,

motivation, emotion, and instinctive behavior; learning and memory; perception, cognition, and language development; personality and social psychology. Lecture three hours, laboratory four hours a week. The laboratory provides experience with contemporary methods of research on both animals and humans. (Gonzalez, Thomas, Division III)

104. Principles of Behavior Modification An examination of the assumptions, theories, data, and ethical issues concerning the attempts at behavior modification in educational, medical, psychiatric, and penal institutions. Topics include anxiety and depression, eating disorders, sexual dysfunction, sexual pathology, addictive behavior, autistic behavior, obsessive-compulsive disorders, self-control, countercontrol, and ethics of control. Students administer a behavior modification program as part of the course. (Yarczower, Division I)

106. Behavioral Antecedents of Anti-semitism, Racism, and Sexism An examination of the kinds of behavioral processes which are involved in the development of anti-semitism, racism, and sexism. The course deals with five major topics: (1) behavioral concepts — abstraction, discrimination, stereotypes, categorization, reinforcers; (2) infant/child responses to sex, skin color, ethnicity; (3) development of hierarchies and values; (4) social factors which influence hierarchies, and values; (5) inoculation procedures — review of studies which deal with reducing the effectiveness of factors which increase the likelihood of anti-semitism, racism, and sexism. Students are required to write a final paper dealing with "inoculation" procedures and their behavioral bases. (Yarczower, Division I)

201. Learning Theory and Behavior A systematic analysis, in historical perspective, of the major conceptions of the nature of animal intelligence and the data bearing on them, with emphasis on cognitive processes and their evolution. Provides the foundation for further study of intelligence and behavior, particularly as treated in courses on human learning and memory, language and cognition, comparative psychology, and physiological psychology. Three lectures, five hours of laboratory each week. (Gonzalez, Division III)

202. Comparative Psychology: Evolution and Behavior Human social behavior treated in comparative perspective. Current literature dealing with evolutionary concepts is considered and applied to analyses of aggression, altruism, attachment, sexual behavior, language, and emotional expression. (Yarczower, Division I)

203. Educational Psychology Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Laboratory work is required. Prerequisites: Psychology 101, 102. (Fowler, Division I; cross listed as Human Development 203)

204. Sensation and Perception A systematic examination of how sensory signals are detected, analyzed, and transformed in the course of their perception. Examples in the domains of human vision and audition illustrate modern analytical approaches to the perception of color, form, and distance, and to the perception of acoustical events, such as speech

and music. Individual projects examine one or more current problems in these areas. (Hoffman, Division II)

205. Experimental Methods and Statistics An examination of statistical factors in research design and in the analysis and interpretation of quantitative data. Topics include descriptive measures, the assessment of association, the logic of statistical inference, and the analysis of variance. (Hoffman, Division I or Quantitative Skills)

206. Developmental Psychology A topical survey of psychological development from infancy through adolescence, focusing on the interaction of organismic and environmental factors in the ontogeny of perception, language, cognition, and social interactions within the family and with peers. (Wozniak, Division I; cross listed as Human Development 206)

208. Social Psychology A survey of theories and data in the study of human social behavior. Special attention to methodological issues of general importance in the conduct and evaluation of research with human subjects. Topics include group dynamics (conformity, leadership, encounter groups, crowd behavior, intergroup conflict); attitude change (consistency theories, attitudes and behavior, mass media persuasion); person perception (stereotyping, attribution theory, implicit personality theory). Participation in a research project is required. (McCauley, Division I)

209. Abnormal Psychology This course examines the main psychological disorders manifested by individuals across the life span. It begins with a historical overview followed by a review of the major models of psychopathology; including the medical model, the psychoanalytic, cognitive-behavioral, behavioral, family systems, and phenomenological approach. Disorders covered include autism, anorexia, bulimia, schizophrenia, substance abuse, depression, mania, manic-depression, sexual abuse, anxiety and panic disorder, Alzheimer's disease, and the personality syndromes (e.g., narcissistic, borderline, schizoid, and antisocial personality disorders). Issues of classification, theories of etiology, research on prognosis, studies of treatment outcome, the "clinical" picture of each disorder, and actual treatment cases are discussed. Prerequisites: Psychology 101, 102 for Psychology majors; sophomore status for all others. (Lamb, Rescorla, Division I; cross listed as Human Development 209)

210. Theories of Personality This course, a survey of personality theories, concentrates on traditional psychoanalytic, neo-Freudian, Jungian, Object Relations, and phenomenological-existential theories, as well as feminist critiques of these. While dispositional, cognitive, and behavioral theories of personality are reviewed, in-depth readings supplementing the text focus on psychoanalytic as well as phenomenological theory related works. We study each theory's understanding of the mind, the development of personality, motivation, psychopathology, and forms of treatment. Through readings, class discussion, and paper assignments, students learn to use personality theories to analyze individuals in such texts as Freud's *Dora: A Case of Hysteria*, Allport's *Letters From Jenny*, and other people for whom narrative data are available. The course concludes with a consideration of the state/trait

debate and how this debate affects the field of personality as well as experimental research currently published in personality journals. (Lamb, Division I; cross listed as Human Development 210)

218. Physiological Psychology An interdisciplinary course on the neurobiological bases of experience and behavior, emphasizing the contribution of the various neurosciences to the understanding of basic problems of psychology. An introduction to the fundamentals of neuroanatomy, neurophysiology, and neurochemistry, with an emphasis upon synaptic transmission; followed by the application of these principles to an analysis of sensory processes and perception, emotion, motivation, learning, and cognition. The laboratory provides experience in either animal or human experimentation in the neurosciences. Lecture three hours, laboratory four hours a week. (Thomas, Division III)

301. Emotion A study of the evolution, development, communication, neuropsychology, and dysfunction of emotional processes. Questions addressed include: What is emotion and how is it measured? If I raise my brows, pull them together, raise my upper eyelids, and stretch my lips horizontally back towards my ears, then will my skin temperature be lowered? Will I also feel fear? Is an infant capable of experiencing anger, disgust? Which cues do you believe indicate deception, which cues do you use to detect it, and which cues in fact reflect deception? Are the answers the same? Why do we not frown when we feel happy and smile when we feel disgust? Prerequisite: Psychology 201, 202, 206, or 208. (Yarczower)

304. Nervous System: Structure and Function A comprehensive introduction to the structure and function of the nervous system. Basic cellular processes, mechanisms of interaction between cells, and principles of organization of the complex assemblies of cells displayed in the vertebrate brain are considered in lectures and laboratory exercises. The latter also provides an introduction to neurophysiological and neuroanatomical methods. Lecture three hours, laboratory four hours a week. Prerequisites: Biology 101, 102, 202, and Chemistry 103, 104. (Grobstein, Hollyday; cross listed as Biology 304)

305. Psychological Testing Principles of measurement relevant to both experimental and individual-differences psychology, and their application in examination of a variety of psychological tests including intelligence tests (WAIS, WISC, Stanford-Binet, Raven and Cattell "culture-fair" tests); aptitude tests (SAT, GRE); and personality tests (MMPI, Rorschach), with the goal of evaluating tests for either research or practical selection problems. Topics include intelligence versus creativity testing, hereditary versus environmental determinants of I.Q., trait versus situational determinants of behavior. Participation in a research project is required. Prerequisite: Psychology 205.

306. Current Developments in Psychology A study of articles in the current literature that seem destined to have a direct and broadly based impact on the field, selected from the College's collection of current psychology journals as well as recent listings in the *Psychological Abstracts*. All students read each article selected and prepare comments for subsequent classroom discussions which focus on evaluating the

essential contribution of the work and assessing its potential impact on the field. Prerequisite: Psychology 205. (Hoffman)

350. Developmental Cognitive Disorders A survey of language disorders, mental retardation, reading disability/dyslexia, and other forms of learning disability in children and adolescents, using a developmental and neuropsychological framework to study the various cognitive disorders within the context of the normal development of perception, attention, memory, language, mathematical concepts, and reading. Research on the assessment, classification, outcome, and remediation of the major cognitive disorders manifested by children and adolescents are also covered. Prerequisite: Psychology 206 or 207. (Rescorla; cross listed as Human Development 350)

351. Developmental Psychopathology A summary of the main emotional and behavioral disorders of children and adolescents, including autism, phobias, antisocial behavior, attention deficit disorder, depression, and anorexia. Major topics covered include: contrasting models of psychopathology; assessment and classification of childhood disorders; outcome of childhood emotional problems; disorders of adolescence; and the use of psychotherapy, behavior modification, cognitive-behavioral therapy, drug therapy, and family therapy with children and adolescents. Prerequisite: Psychology 206 or 209. (Lamb, Rescorla; cross listed as Human Development 351)

393. The Comparative Psychology of Learning The comparative analysis of learning in vertebrates including fish, amphibians, reptiles, birds, and mammals, emphasizing the relation between the evolution of the brain and the evolution of intelligence. Prerequisites: Psychology 201 and 218. (Gonzalez)

395. Psychopharmacology A study of the role of drugs in understanding basic brain-behavior relations. Topics include the pharmacological basis of motivation and emotion, pharmacological models of psychopathology, the use of drugs in the treatment of psychiatric disorders, such as anxiety, depression, and psychosis, and the psychology and pharmacology of drug addiction. Prerequisites: Psychology 201 and 218. (Thomas)

397. Laboratory Methods in the Brain and Behavioral Sciences The use of the computer as a laboratory instrument in the acquisition and processing of behavioral and neuroelectric data. An introduction to the elements of electronics necessary for understanding both neuronal functioning and the instruments which measure neuronal functioning is followed by a consideration of the microcomputer, its architecture, programming including elementary assembly language programming, and interfacing to laboratory instruments. The laboratory introduces several important preparations currently used in correlating behavioral and neural events and the methods of data analysis. Prerequisite: Psychology 218. (Thomas)

398. Cognitive Issues in Personality and Social Psychology An examination of recent research in cognitive psychology (including theories of categorization and information processing heuristics) in relation to research in social perception (including stereotyping, attribution, impressions of personality, and the cross-situational consistency of

behavior) and intergroup conflict. Prerequisites: Psychology 205 and 208. (McCauley)

399. Advanced Topics in Learning Reading and discussion of the primary literature of contemporary significance in animal learning, with special attention to emerging empirical and theoretical developments and to biological and comparative analyses of learning. Prerequisite: Psychology 201. (Gonzalez)

403. Supervised Research in Psychology Laboratory or field research on a wide variety of topics. Students should consult with faculty members in the second semester of their junior year in order to determine their topic and faculty supervisor. (staff)

Students should consult with the chairman at Bryn Mawr in order to determine which Haverford courses count toward the major at Bryn Mawr.

RELIGION

At Haverford College

Associate Professors:

Richard Luman, Ph.D.,

Anne M. McGuire, Ph.D., *Major Adviser*, (on leave, 1992-93)

Michael A. Sells, Ph.D.

Assistant Professors:

Seth Brody, Ph.D.

David Dawson, Ph.D.

The Department of Religion seeks to involve the student in both reflective and critical study of religious texts and traditions in their historical, institutional, and cultural contexts and in their philosophical, theological, and hermeneutical implications. The department emphasizes the reading of texts, understood as any artifacts which require careful, systematic, and disciplined ways of "reading," along with those tools and skills necessary to that task, especially a command of language in both its lexical and cultural senses.

The exact structure of the student's program must be determined in consultation with the major adviser, whom the student chooses in consultation with the chairman from among the regular members of the department. The program must include Religion 110a, Religion 111b, and 399b, and seven additional half-year courses. At least one of these seven courses must be a 300-level seminar offered in the department, to be taken before the second semester of the senior year. Introductory courses (100 level) will not be counted among the seven half-year courses. Three courses must be distributed among three of the following areas: (1) Christian Origins; (2) History of Christianity/Medieval-Reformation; (3) Classical and Modern Judaism; (4) Islam and Comparative Religion; (5) Modern Christian Thought.

Where necessary for the major program, two courses—with permission of the department—may be upper-level courses in related departments (including foreign languages). The department requires a minimum of six courses in residence for the major; students studying abroad should plan their programs so as to meet this requirement by consulting in advance with the department and by keeping the department adequately informed during their absences. In some rare cases, exceptions may be granted by petition (presented in advance) to the department.

Final evaluation of the major program will consist of written work and an oral examination during the senior year in the context of the Senior Seminar, Religion 399b. Where necessary for the major program, the department strongly urges the study of appropriate languages.

Honors in religion are awarded on the basis of work in the Senior Seminar, Religion 399b, and in courses in the department.

110a. Sacred Texts and Religious Traditions I An introduction to the study of religion through close reading of selected texts in their historical, literary, philosophical, and religious contexts. Topic for Fall 1991: sacred texts and religious traditions of Hinduism and Islam. (Brody, Sells, Division III)

111b. Sacred Texts and Religious Traditions II An introduction to the study of religion through the close reading of selected texts in their historical, literary, philosophical, and religious contexts. Topic for Spring 1992: sacred texts and religious traditions of Judaism and Christianity. (Brody, Dawson, Luman, Division III)

CHRISTIAN ORIGINS

205a. New Testament History and Literature The history, literature, and theology of earliest Christianity in its social setting, from the ministry of Jesus through the end of the New Testament period. (McGuire, Division III)

206b. Varieties of Christianity The history, literature, and theology of Christianity from the end of the New Testament period to the rise of imperial Christianity under Constantine. (McGuire, Division III)

209a. The Origins of Christian Anti-Semitism An examination of the social and theological origins of Christian anti-Judaism and anti-Semitism. Topics include: the representation of Judaism, the Jewish people, and the Jewish scriptures in the New Testament and other early Christian literature; critical models for the analysis, interpretation, and critique of the sources of Christian anti-Semitism. (McGuire, Division III)

213a. Christianity and Classical Culture The relation between Christianity and classical culture in the first three centuries, with special attention to the role of Greco-Roman philosophy, religion, and society in the development of Christianity. (McGuire, Division III)

215a. The Letters of Paul A study of the thirteen letters attributed to the Apostle Paul and the place of Paul in the development of early Christianity. (McGuire, Division III)

216b. Jesus and the Gospels The Gospels of Matthew, Mark, Luke, and John critically examined and interpreted, with special attention to the development of traditions about Jesus and the literary and theological contributions of the Evangelists. (McGuire, Division III)

221a. Women in Early Christianity The images and roles of women in early Christianity and their implications for contemporary Christianity. Interpretations of Genesis 1–3, images of women and sexuality in early Christian literature, the roles of women in various Christian communities. (McGuire, Division III)

222a. Gnosticism An investigation of the phenomenon of Gnosticism through close reading of primary sources, including the recently discovered texts of Nag Hammadi. Topics include the relation of Gnosticism to Greek, Jewish, and Christian thought; the Gnostic challenge to authority; the variety of Gnostic schools and sects. (McGuire, Division III)

HISTORY OF CHRISTIANITY/MEDIEVAL-REFORMATION

225a. The Christian Revolution, 250–800 The history of Christian thought and institutions from the third century through the eighth, with emphasis on the massive changes in both Church and Empire following upon Imperial recognition, and then the collapse of Roman order; and the great theological controversies concerning the Trinity and the nature of Christ. Readings in Eusebius, Athanasius, Augustine, and other original materials. (Luman, Division III)

226b. Building the Christian Community, 800–1300 The birth of Europe, the conversion of Europe, the inception of and carrying through of the idea of a Christian commonwealth, leading to papal dominance, Benedictine reform, intellectual renewal, and the beginnings of challenge and decay. Readings in original sources. (Luman, Division III)

227a. Crisis and Reform I, 1300–1550 A study of the development of the late medieval church from Boniface VIII to the Lutheran Reformation. Readings in Luther, Marsilius of Padua, and other original sources. (Luman, Division III)

228b. Crisis and Reform II, 1517–1648 A further study of the Protestant and Catholic reforms, down to the Peace of Westphalia. Readings from Calvin, Zwingli, the "Left-Wing" ("Radical") reform, the Anglicans, and Roman Catholics such as Loyola. (Luman, Division III)

231a. Christian and Non-Christian, 100–1700 The medieval and Reformation missionary enterprise from the conversion of the Roman world and Gregory the Great's mission to Britain to the occupation of the New World, considering methods (evangelism, Crusade, monasticism) and legal and theological reflection on the enterprise and on the

status of both the non-believer and the convert. Consideration of Islam, pagan religions, non-Roman forms of Christianity. (Luman, Division III)

232a. Icelandic Sagas Literary and religious dimensions, pagan and Christian, of thirteenth-century Icelandic sagas. Original texts, such as *Njal's Saga*, and appropriate critical literature. (Luman, Division III)

237b. Life and Theology of Martin Luther A study of the biography and major theological works of Martin Luther (1483-1546), with emphasis on the relation of his thought to ancient and medieval antecedents, the major controversies and statements of his mature life, and the relation of his thought to that expressed in the Lutheran confessions. (Luman, Division III)

240b. History and Principles of Quakerism A study of the Quaker movement in relation to other intellectual and religious movements of its time and in relation to problems of social reform. The development of dominant Quaker concepts is traced to the present day and critically examined. Intended for non-Friends as well as Friends. Open to freshmen with permission of instructor. (Lapsansky, Division III)

CLASSICAL AND MODERN JUDAISM

241a. The Emergence of Classical Judaism A study of the formation of the classical Jewish tradition from the period of Israelite origins to the redaction of the Babylonian Talmud. Topics covered include Biblical notions of covenant and law, the institution of prophecy, literary analysis of scriptural narrative, the rise of the rabbinic movement, the nature of Midrash and Aggadic theology, and the meaning of law, prayer, and mysticism within the context of rabbinic Judaism. (Brody, Division III)

242b. Mystics and Philosophers: The Spiritual Life of Medieval Iberian Jewry A religious and cultural history of Mediterranean Jewry, focusing upon Spain from the tenth to the fourteenth centuries, tracing the development of courtier culture and Hebrew poetry, philosophical spirituality, and mysticism. Readings in Saadia, ha-Levi, Maimonides, and the Zohar on the nature of God and the meaning of revelation and religious language, mystical experience, ritual observance and personal and corporate eschatology. (Brody, Division III)

243a. Judaism of the Modern Era: 1740-1990 An analysis of the spiritual and intellectual dimensions of the modern Jewish experience, focusing upon the birth and evolution of its fundamental philosophical traditions, religious movements, and institutions throughout the nineteenth and twentieth centuries. Topics include: the Hasidic revolution in Eastern Europe; the dawn of reformist tendencies, historical scholarship, and incipient denominationalism in Germany; the emergence of the American Jewish community and the Zionist movement; challenges raised by feminism, the rediscovery of mysticism and resurgent orthodoxy in the twentieth century. Readings include selections from Buber, Soloveitchik, Kaplan, Heschel, Wiesel, and Grade. (Brody, Division III)

246b. Seekers After Unity: The Jewish Mystical Tradition A survey of the major themes and texts of the Jewish mystical tradition. Topics include the heavenly visions of the "Descenders to the Chariot" of the Talmudic period, the emergence of Kabbalah in thirteenth-century Spain, and the Hasidic revolution of eighteenth-century Eastern Europe. Particular attention is paid to the fundamentals of mystical theology and practice: the conception of God, theories of the soul and the meaning of human existence, techniques of meditation and contemplative prayer. (Brody, Division III)

ISLAM AND COMPARATIVE RELIGION

251a. Islam The development of Islam from the time of Muhammad to the present day, with special attention to the interaction between the various aspects of Islamic cultures: Credal Islam, Arabic philosophy, scholastic theology (*kalam*), Shi'ism, Sufism, and the world view of the poets; modern Islamic society viewed through contemporary Islamic novels and essays. (Sells, Division III)

252b. Religions of the East The classical texts of Hindu, Buddhist, Taoist, and Confucian thought: the Upanishads, the *Bhagavad Gita*, the *Dhammapada*, the *Vimalakirti Sutra*, Lao Tzu, Chuang Tzu, the *Analects*, the *Platform Sutra*. (Sells, Division III)

255a. Anthropology of Religion Contemporary ethnographic work in the field of religion related to the most important theoretical contributions; symbolism, ritual process, comparative definition of religion. Not open to freshmen. (MacGaffey, Division I)

262a. Islamic Literature and Civilization Islam refracted through its diverse cultural expressions (poetic, Sufi, shar'ia, novelistic, architectural) and through its geographic and ethnic diversity (from Morocco to Indonesia, focusing on Arab and Persian cultures). (Sells, Division III)

263a. The Arabian Ode Masterworks of classical Arabic poetry, in translation, with emphasis on the pre-Islamic period, with emphasis on poetic value and form, mythic and symbolic resonance, interaction and tension between the poetry and the Quranic revelation, and the poetry's role in the genesis of Arabic and Islamic civilization. (Sells, Division III)

269b. Cultural Identity in Third World Literature The encounter of traditional religious and cultural values with the modern West as reflected in non-Western novels, short stories, poetry, and folk tales. (Sells, Division III)

MODERN CHRISTIAN THOUGHT

277a. Religion in the Age of Reason An investigation of religion in seventeenth- and eighteenth-century England, America, France, and Germany, highlighting the impact of modernity on traditional religious life and thought. Readings may include Bunyan, Locke, Hume, Pascal, Spinoza, Rousseau, Kant, Moses Mendelssohn. (Dawson, Division III)

278b. Nineteenth Century Religious Thought An examination of religious thought and its philosophical and historical critics in nineteenth-century Europe, focusing on changing theories of the essence of religion. Readings may include Kant, Schleiermacher, Hegel, Feuerbach, Marx, Nietzsche, Kierkegaard. (Dawson, Division III)

279b. Contemporary Religious Thought An exploration of prominent issues in twentieth-century Jewish and Christian religious thought and theology. Readings may include Bultmann, Barth, Tillich, Rahner, Camus, Wiesel, Cohen, West, Ruether, Tracy. (Dawson, Division III)

284b. The Allegorical Imagination An exploration of allegory as a recurring literary, philosophical, and religious phenomenon in Western literature and culture. Topics include the nature and function of allegory as both a mode of reading and a method of literary composition, with special attention to its role in biblical interpretation and its relation to biblical typology. Readings may include Plato, the Stoics, Philo, Origen, Augustine, Prudentius, Dante, Bunyan, Coleridge, Emerson, Auerbach, Bloom, De Man. (Dawson, Division III)

286a. Christian Ethics and Moral Philosophy An examination of various relationships between religion, theology, ethical theory, and moral practice. Readings may include Aristotle, Augustine, Kant, Aquinas, Hume, Nietzsche, Rorty, MacIntyre, Hauerwas, and Stout. (Dawson, Division III)

290a. Feminist Critique of the Christian Theological Tradition A survey of recent writings by authors who can loosely be called "feminist" on the role and images of women in Christianity, from Biblical interpretation to post-Christian spirituality. Authors include Ruether, Tribble, and Daly. (staff, Division III)

SEMINARS

343a, b. Seminar in the Religions of Antiquity and Biblical Literature Advanced study of some period or set of problems in the field. May be repeated for credit with change of content. Prerequisite: Consent of instructor. (McGuire)

345a, b. Seminar in Western Religious History Study of a major thinker or movement in Western religious history. May be repeated for credit with change of content. Prerequisite: Consent of instructor. (Luman)

348a, b. Seminar in Jewish Intellectual History Advanced study of a specific period, movement, or major thinker in Jewish religious history. Prerequisite: consent of instructor. (staff)

353a, b. Islamic Philosophy and Theology Selected topics and figures in Islamic philosophy, scholastic theology (*kalam*), or mystical philosophy. The relation of Islamic philosophy to Greek, Jewish, and Indian thought. Prerequisite: Consent of instructor. (Sells)

Romance Languages

355a, b. Seminar in Myth and Symbol Modern interpretations of myth and symbol, including those of Jung, Rene Girard, Mircea Eliade, P. Ricoeur, H. Corbin, Gershom Scholem, and Wendy O'Flaherty. The modern theories are discussed in connection with a classical text from one of the Abrahamic religious traditions. (Sells)

358a, b. Seminar in Comparative Mysticism Readings in Jewish, Christian, and Islamic mystical thought, with a focus on the *Zohar*, Meister Eckhart, and the Sufi Master Ibn 'Arabi. The texts are a basis for discussions of comparative mysticism and of the relationship of mysticism to modern interpretive and critical theories. (Sells)

360a, b. Seminar in Modern Religious Thought An examination of the works of a major religious thinker or theologian, or a major religious or theological issue. May be repeated for credit with change of content. Prerequisite: Consent of instructor. (Kamitsuka)

399b. Senior Seminar and Thesis Research and writing of senior thesis. Required of senior majors. (staff)

480a, b. Independent Study Individual consultation; independent reading and research. (staff)

ROMANCE LANGUAGES

Coordinators:

Nancy Dersofi, Ph.D., *Professor of Italian*

Enrique Sacerio-Garí, Ph.D., *Associate Professor of Spanish*

Jacques-Jude A. Lépine, Ph.D., *Assistant Professor of French*

The Departments of French, Italian, and Spanish cooperate in offering a major in Romance languages which requires advanced work in at least two Romance languages and literatures. Additional work in a third language and literature is suggested.

The requirements for the major are a minimum of nine courses, including the Senior Conference described below, in the first language and literature (if Italian is chosen as the first language, only eight courses are required) and six courses in the second language and literature, including the Senior Conference. Students should consult with their advisers no later than their sophomore year in order to select courses in the various departments which complement each other.

Bryn Mawr College

The following sequence of courses is recommended when the various languages are chosen for primary and secondary concentration, respectively (see the departmental listings for course descriptions):

First Language and Literature

French

French 101, 102
French 201 or 202

French 203 or 204
French 205 or 206

French 212 or 260
two 300-level courses
in literature

Italian

Italian 101, 102
Italian 201 or 205
Italian 301
Italian 303
two literature courses
at the 200
or 300 level

Spanish

Spanish 120
Spanish 204 or 206
four 200-level
literature courses
two 300-level
literature courses

Second Language and Literature

French 101, 102
French 201, 202, 203,
204, 205, or 206
French 212 or 260
one 300-level course
in literature

Italian 101, 102
Italian 201 or 205
Italian 301
one other literature
course at the 200 or
300 level

Spanish 120
Spanish 204 or 206
two 200-level
literature courses
one 300-level
literature course

In addition to the course work described above, Romance Language majors must take one semester of Senior Conference in both French and Spanish, when those languages are chosen. When Italian is chosen, students must either select an additional literature course in Italian at the 200 or 300 level or take Italian 403, offered in consultation with the department. An oral examination (following the current model in the various departments) is given in either of the two languages, according to the student's preference. The Senior Conference and Italian 403 in both semesters include consideration of Romance topics.

Interdepartmental courses at the 200 or 300 level are offered from time to time by the cooperating departments. These courses are conducted in English on such comparative Romance topics as epic, romanticism, or literary vanguard movements of the twentieth century. Students should be able to read texts in two of the languages in the original.

RUSSIAN

Professors:

Dan E. Davidson, Ph.D.

George S. Pahomov, Ph.D.

Associate Professor:

Elizabeth C. Allen, Ph.D., *Chairman*

Assistant Professor:

Christine Borowec, Ph.D., *Major Adviser*

Visiting Professor from the Herzen Institute, St. Petersburg, or the Pushkin Institute, Moscow (appointment announced annually)

Affiliated Faculty:

George L. Kline, Ph.D., *Katharine E. McBride Professor of Philosophy*

At Haverford College

Linda G. Gerstein, Ph.D., *Professor of History*

Vladimir Kontorovich, Ph.D., *Assistant Professor of Economics*

The Russian major is a multi-disciplinary program designed to provide the student with a broadly based understanding of Russian literature, thought, and culture. The major places a strong emphasis on the development of functional proficiency in the Russian language. Language study is combined with a specific area of concentration, to be selected from the fields of Russian literature, history, economics, language/linguistics, or area studies. The concentration requires a total of four semester units, two at the 200 level and two at the 300 level or above. For the concentration in area studies, the four semester units must be in four different fields.

The language requirement for the major is one year of Russian at the 200 level or above. Majors are encouraged to pursue advanced language study in Russia on summer, semester, or year-long academic programs. Majors may also take advantage of intensive immersion language courses offered during the summer by the Bryn Mawr Russian Language Institute. Students are encouraged to live in Batten (Russian) House and to participate in weekly Russian tables, film series, Russian Club, and Russian Choir.

Senior majors must enroll in either Russian 399, Senior Conference, or Russian 398, Senior Essay. The senior conference is an interdisciplinary seminar offered in the spring semester. Recent topics have included Pushkin and his times, the decade of the 1920s, and the city of St. Petersburg. In addition, all Russian majors take senior comprehensive examinations which cover the area of concentration, the senior conference or senior essay topic, and Russian language competence. The exams are administered in late April.

All Russian majors are considered for departmental honors at the end of their senior year. The awarding of honors is based on a student's overall academic record and all work done in the major.

Students wishing to minor in Russian must complete six units at the 100 level or above, two of which must be in Russian language.

001, 002. Elementary Intensive Russian Study of basic grammar and syntax. Fundamental skills in speaking, reading, writing, and oral comprehension are developed. Nine hours a week including conversation sections and language laboratory work. Both semesters are required for credit; three units of credit are awarded upon completion of Russian 002. (Allen, staff)

101, 102. Intermediate Russian Continuing development of fundamental skills with emphasis on vocabulary expansion in speaking and writing. Readings in Russian classics and contemporary works. Seven hours a week. (Davidson, staff)

201, 202. Advanced Russian Intensive practice in speaking and writing skills using a variety of modern texts and contemporary films and television. Emphasis on self-expression and a deeper understanding of grammar and syntax. Five hours a week. (Borowec, staff)

206. Dostoevsky in Translation Extensive readings in the varieties of psychological narrative explored by Dostoevsky with emphasis on close study of the major works in their Russian and European contexts. (Pahomov, Division III)

207. Tolstoy in Translation Readings of selected fictional and non-fictional works with emphasis on Tolstoy's aesthetic, psychological, and philosophical ideas. Close analysis of texts and study of Tolstoy's Russian and European background. (Borowec, Davidson, Division III)

210. Russian Literature in Translation I A survey of major works from the first half of the nineteenth century. Covers narrative poetry, drama, short stories, and novels by such authors as Pushkin, Lermontov, Gogol, Dostoevsky, Turgenev, and Tolstoy. All readings, lectures, and discussions in English. (Allen, Division III)

211. Russian Literature in Translation II A survey of major novels and short stories from the second half of the nineteenth century, including *Crime and Punishment* and *Anna Karenina*. Works by Turgenev, Chekhov, and Bunin also discussed. All readings, lectures, and discussions in English. (Pahomov, Division III)

230. Introduction to Russian Linguistics Examines the structure of modern Russian, concentrating on the sound system and word formation. In-depth study of vowel reduction, consonant assimilation, and vowel/zero alternation, as well as the historical and contemporary mechanisms of noun, verb, and adjective formation. Agreement, gender, and related issues are also discussed. No previous knowledge of linguistics required. Prerequisite: two years of Russian. (staff)

254. Russian Culture and Civilization in Translation A history of Russian culture—its ideas, its value and belief systems—from the origins to the present, which integrates the examination of works of literature, art, and music. (Pahomov, Division III)

260. Russian Women Authors in Translation A study of works in various genres, tracing women's contributions throughout the history of Russian literature. An examination of thematic and formal characteristics of works by Catherine the Great, Durova, Kovalevskaja, Akhmatova, Tsvetaeva, Panova, Baranskaia, Tolstaia, and others. All readings and lectures in English. (Borowec, Division III)

277. Nabokov in Translation A study of Nabokov's writings in various genres, focusing on his fiction and autobiographical works. The continuity between Nabokov's Russian and English works is considered in the context of the Russian and Western literary traditions. All readings and lectures in English. (Borowec, Division III; cross listed as English 277)

301, 302. Fourth-year Russian Intensive practice in speaking, reading, writing, and oral comprehension. Advanced language training through the study of literary and other texts. (Pahomov)

303. Twentieth-century Russian Poetry Close readings of Russian poetry from the Symbolists to the present. Conducted in Russian. (Borowec, Division III)

304. Twentieth-century Russian Prose Close study of selected works of Russian and Soviet prose from Gorky to the present. Conducted in Russian. (Pahomov, Division III)

307. Russian Poetry of the Nineteenth Century A study of selected works of representative writers from Karamzin to Balmont. Conducted in Russian. (Borowec, Division III)

308. Russian Prose of the Nineteenth Century A study of selected prose writings of major Russian authors of the period. Lectures and readings in Russian. (Allen, Pahomov, Division III)

313, 314. Fifth-year Russian Focuses on stylistic variations in oral and written Russian. Examples drawn from contemporary film, television, journalism, fiction, and non-fiction. Emphasis on expansion and refinement of speaking and writing skills. (staff)

315. Soviet Writers of the Last Thirty Years A study of Soviet writers of the last three decades, emphasizing the thematic and stylistic diversity which has emerged in contemporary Soviet prose. Authors include Aitmatov, Rasputin, Rybakov, Abramov, Shukshin, Grekova, and Okudzhava. (Baranov, Division III)

320. Present Day Russian Literature Close reading of contemporary, post-glasnost Russian writers with emphasis on the study of new voices in literature and narratives expressing the aspirations, crises, and developments in post-Soviet society. Texts by prose writers such as Pristavkin, Petrushevskaya, Krivonosov, Selyanova, Ipin, Tokareva, Pyetsukh, Shiryaev, Said-Shah, Bertsinskaya, Stakhov, and others. All lectures and readings in Russian. (Baranov, Division III)

398. Senior Essay Independent research project designed and conducted under the supervision of a departmental faculty member. May be undertaken in either fall or spring semester of senior year. (staff)

399. **Senior Conference** Exploration of an interdisciplinary topic in Russian culture. Topic varies from year to year. Requirements include several short papers and oral presentations. (Borowec, Allen, Davidson)

403. **Supervised Work** (staff)

The following Bryn Mawr courses are also of interest to Russian majors:

Economics 206. **International Economics**
Economics 216. **International Finance and Economic Policy**
Economics 225. **Developing Economies**
Economics 306. **Advanced International Economic Policy**
Philosophy 333. **Russian Philosophy**

Haverford College offers the following courses of interest to Russian majors:

Economics 211. **The Soviet System**
History 244. **Russian History**
History 245. **Russia in the Twentieth Century**
History 356. **Topics in Modern European History**

SOCIOLOGY

Professors:

Judith R. Porter, Ph.D., *Chairman*
Robert E. Washington, Ph.D., *Major Adviser*

Assistant Professors:

David Karen, Ph.D., (on leave, 1992-93)
Mary J. Osirim, Ph.D., *on the Rosalyn R. Schwartz Lectureship*,
(on leave, 1992-93)

The major in sociology provides a general understanding of the structure and functioning of modern society, its major institutions, groups, and values, and the interrelations of these with personality and culture. Students examine contemporary social issues and social problems and the sources of stability, conflict, and change in both modern and developing societies. The department offers training in theoretical and qualitative analysis; research design and statistical analysis; and computer-based data processing. It also maintains the Social Science Data Library and Statistical Laboratory.

Requirements for the major are Sociology 102, 103, 265, 302, Senior Seminar (398, 399), four additional courses in sociology, and two courses in sociology or an allied subject. Allied courses are chosen from a list provided by the department.

A major in sociology with a concentration in the field of African American studies or in the field of gender and society is also available. Students electing these fields must fulfill the major requirements (102, 103, 265, 302, and 398, 399); the core course in the special field (211: African American Culture and Community, or 201: The Study of

Gender in Society); two 200-level courses in the department, and two additional courses in sociology or an allied field, each offering opportunity for study in the special field; and one additional 300-level course in sociology. The department specifies the allied courses which may be elected in each field. Students should inquire about the possibility of coordinated work with Haverford and Swarthmore Colleges and the University of Pennsylvania.

Honors in sociology is available to those students who have an average in the major of 3.5 or above and who produce a paper in a departmental course during senior year that is judged outstanding by the department. Independent research is encouraged for any major during the senior year. The A.B./M.A. option is available to qualified majors. Graduate seminars are open to majors pursuing the A.B./M.A. option and to other qualified majors by special permission.

Requirements for the minor are Sociology 102, 265, 302, and three additional courses within the department. Minors in the concentrations of African American studies and gender and society are not available.

102. Society, Culture, and the Individual Analysis of the basic sociological methods, perspectives, and concepts used in the study of society, with emphasis on culture, social structure, personality, their component parts, and their interrelationship in both traditional and industrial societies. The sources of social tension, order, and change are addressed through study of socialization and personality development, mental illness, delinquency, and modernization. (Porter, Division I)

103. American Social Structure Analysis of the structure and dynamics of modern American society. Theoretical and empirical study of statuses and roles, contemporary class relations, the distribution of political power, and racial, ethnic, and gender relations in American life; and stratification in education systems, complex organizations, the labor market, and the modern American family. (Osirim, Division I)

201. The Study of Gender in Society The definition of male and female social roles and sociological approaches to the study of gender in America, with attention to gender in the economy and work place, the historical origins of the American family, and analysis of class and ethnic differences in gender roles. (Osirim, Division I)

204. Social Structure and Personality We consider how, using symbols which reflect and grow out of the individual's social world, a social self is created. As an example of the theories presented, we examine the relation of self to the group in Japan and the U.S. (Labov, Division I)

205. Social Inequality Introduction to the major sociological theories of gender, racial-ethnic, and class inequality, with emphasis on the relationships among these forms of stratification in the contemporary United States, including the role of the upper class(es), and inequality between and within families, in the work place, and in the educational system. (Karen, Division I)

207. The Nature of Prejudice: Intergroup Relations Cultural, structural and personality sources of racial and ethnic prejudice; basic theories of prejudice, attitude change, and the response of minority communities illustrated by analysis of racism and anti-semitism in cross-cultural

perspective. Topics include comparisons of black-white relations in the United States and South Africa; anti-semitism in the United States and the Soviet Union; the effect of law in racial-ethnic attitudes; sources of change in intergroup relations; and the effect of prejudice on personality, family, and educational processes. (Porter, Division I)

211. African American Culture and Community The social development and functioning of the African American community as the embodiment of a unique pattern of experiences in American society. Topics include African heritage, slavery, reconstruction, urbanization, changing family and community organization, the struggle for civil rights, and cultural developments. (Washington, Kilbride, Division I; cross listed as Anthropology and Growth and Structure of Cities 211)

212. Sociology of Poverty Analysis of the causes and effects of poverty in the United States. Topics include trends in poverty and the relationship between poverty, the economy, the political system, the family, and educational institutions. The culture of poverty approach and government programs for the poor, including current programs, are analyzed. (Porter, Division I)

217. The Family in Social Context A comparative study of the family, household, and kinship in the United States, the Caribbean, and West Africa, including the historical roots of these family patterns in the European and African origins of New World families. Topics include pre-industrial vs. industrial family organization, marital breakdown, changing gender roles, single-parent families, and alternative household structures. (Osirim, Division I)

218. Modernization: Problems of Development in Third World Societies Introduction to the issues of modernization through study of the historical patterns of the Western capitalist, the Soviet socialist, and the Japanese communal capitalist patterns of modernization. Topics include theories of modernization; feudal, caste, colonial, and other pre-modern forms of social organization; the problems of mass poverty, urbanization, ethnic conflict, rapid population growth, political instability, and military intervention; the socialist and capitalist alternatives to third world modernization. Empirical illustrations include Afghanistan, Kenya, India, Indonesia, South Africa, and Cuba. (Washington, Division I; cross listed as Growth and Structure of Cities 218)

220. Medical Sociology Analysis of the development, organization, and effects of health care systems in contemporary United States focusing on manifestations of power within the health care delivery system, social organization of the hospital, and patient-professional interaction. Other topics include definitions of illness, economics of health care, social policy, and international comparisons. (Karen, Division I)

225. Women in Society: Third World Women A study of the contemporary experiences of women of color in the United States and in the developing world. The household, work place, community, and the nation-state, and the positions of women in the private and public spheres, are compared cross-culturally. Topics include feminism, identity politics, and self-esteem; and tensions and transitions encountered as nations embark upon development. (Osirim, Division I)

231. Urban Sociology Analysis of urban social structures; the theoretical legacies of classical sociological theory and the Chicago school; demographic and ecological characteristics of American cities; ethnic and racial bases; stratification and political structures; crime and problems of social control; comparative analyses of selected third world cities. (Washington, Division I; cross listed as Growth and Structure of Cities 231)

235. The Sociology of Development: Case Studies in Latin America and the Caribbean An examination of social, economic, and political change in select Latin American and Caribbean societies. Historical and contemporary problems of development including industrialization, the structure of agriculture, employment, and the role of politics and the military in promoting social order/change. Comparative analyses of national development policies and their effects in the indigenous population and the international community are addressed. (Osirim, Division I; cross listed as Growth and Structure of Cities 235)

245. Urban Social Problems A survey of problems in American society as seen by sociologists and social critics, with emphasis on analytical perspectives for understanding the sources and consequences of American social problems. Topics include crime, poverty, drug addiction, racism, urban crises, sexism, health care, and family disorganization. (Washington, Division I; cross listed as Growth and Structure of Cities 245)

258. Sociology of Education Major sociological theories of the relationships between education and society focusing on effects of education on inequality in the United States and the historical development of primary, secondary, and post-secondary education in the United States. Other topics include education and social selection, testing and tracking, micro- and macro-explanations of differences in educational outcomes, international comparisons. (Karen, Division I)

265. Research Design and Statistical Analysis An introduction to the conduct of empirical, especially quantitative, social science inquiry. Students, in consultation with the instructor, select research problems to which they apply the research procedures and statistical techniques introduced during the course. Using SPSS, a statistical computer package, students learn techniques such as crosstabular analysis, multiple regression-correlations analysis, and factor analysis. (Karen, Division I or Quantitative Skills)

302. Social Theory An examination of classical and modern theorists selected on the basis of their continuing influence on contemporary sociological thought. Theorists include Marx, Weber, Durkheim, Freud, Lukacs, Gramsci, Parsons. (Washington)

309. Sociology of Religion An analysis of the relationship between religion and society, emphasizing the connection between religious systems and secular culture, social structure, social change, secular values, and personality systems in cross-cultural perspective. The theories of Marx, Weber, Durkheim, and Freud, among others, are applied to analysis of the effect of religion on economic modernization, political nationalism, and social change and stability, and the effect of social class, secular culture, and personality patterns on religion. (Porter)

310. Sociology of AIDS This course concentrates on analysis of major sociological issues related to AIDS, including the social construction of the disease, social epidemiology, the psychosocial experience of illness, public opinion and the media, and the health care system. The implications of political and scientific controversies concerning AIDS will be analyzed, as will the impact of AIDS on the populations most affected in both the U.S. and Third World countries. (Porter)

311. Stability and Change in Modern Africa: A Comparative Study of Development in Nigeria and Zimbabwe This course seeks to engage students in theoretical analysis and decision making around contemporary problems of development in Nigeria and Zimbabwe, using the case method. After an examination of the major theoretical perspectives in the sociology of development, namely modernization, psycho-culturalism, dependency theory, and world systems analysis, students apply these theories and assume the role of policy makers in case discussions focusing on: the debt crisis and the adoption of structural adjustment policies, education and employment creation in both the formal and informal sectors, and the role of women in development. In addition, through readings and case discussions, this course familiarizes students with the historical background and some of the macro-sociological issues experienced by these nations, such as British colonialism and the liberation struggle in Zimbabwe, and the military rule and the transition to democracy in Nigeria. These experiences are examined with attention given to gender, racial/ethnic, and class cleavages in these societies. (Osirim)

320. Sports in Society Using a sociological, historical, and comparative approach, this course examines such issues as: the role of the mass media in the transformation of sports; the roles played in sports by race, ethnicity, class, and gender; sports as a means of social mobility; sports and socialization; the political economy of sports; and sports and the educational system. (Washington, Karen)

330. Comparative Economic Sociology: Advanced and Third World Societies A comparative study of the production, distribution, and consumption of resources in Western and developing societies from a sociological perspective, including analysis of pre-capitalist economic formations and of the modern world system. Topics include the international division of labor, entrepreneurship, and the role of the modern corporation. Evidence drawn from the United States, Britain, Nigeria, Brazil, and Jamaica. (Osirim; cross listed as Growth and Structure of Cities 330)

340. Political Sociology: Power and Participation in the United States This course focuses on the relationship between political power and political participation—especially social movements—in the United States. We examine the different ways that power manifests itself in the production of social policy and the way that it affects different forms of political participation. The main focus of the course is on the origins, processes, and successes of recent social movements; for example, the civil rights movement, the New Right, the Native-American movement, etc. (Karen)

355. Marginals and Outsiders: The Sociology of Deviance An examination of unconventional and criminal behavior from the standpoint of different theoretical perspectives on deviance (e.g., social disorganization, symbolic interaction, structural functionalism, marxism) with particular emphasis on the labeling and social construction perspectives; and the role of conflicts and social movements in changing the normative boundaries of society. Topics will include homicide, robbery, drug addiction, alcoholism, mental illness, prostitution, homosexuality, and white collar crime. (Washington)

398. Senior Seminar: Sociology of Culture Seminar on theoretical issues in the sociology of culture; required of all senior sociology majors. Open to Bryn Mawr senior sociology majors only. (Washington)

399. Senior Seminar: The Social Context of Individual Behavior Microsociological theories such as exchange theory, symbolic interactionism, and ethnomethodology are discussed and contrasted with modern macrosociological traditions. This seminar is required of all senior sociology majors and open to senior social science majors in other departments by permission of instructor. (Porter)

403. Independent Study Students have the opportunity to do individual research projects under the supervision of a faculty member. (staff)

Haverford College offers the following courses in sociology. Bryn Mawr majors should consult their department about major credit for courses taken at other institutions.

155. **Foundations of Social Theory**

180. **Theory and Action**

207. **Internal Disorder: Deviance and Revolution**

237. **Topics in Historical Sociology**

251. **Sociology of Crime**

252. **Social Change**

297. **Economic Sociology**

354. **Sociology of Knowledge**

SPANISH

Associate Professor:

Enrique Sacerio-Garí, Ph.D., *Chairman and Major Adviser*

Assistant Professor:

María Montserrat Alás-Brun, Ph.D.

Visiting Assistant Professor:

Nancy P. Robinson, Ph.D.

Lecturer:

Raquel A. Green, Ph.D.

Instructor:

Peter B. Koelle, J.D.

The major in Spanish offers a program of study in both the language and the literature of Spain and Spanish America. This program is designed to develop linguistic and critical skills as well as to give the student an appreciation of Hispanic culture and civilization.

The introductory literature courses treat a selection of the outstanding works of Spanish and Spanish American literature in various periods and genres. Spanish 204 and 206 are devoted to advanced language training and afford practice in spoken and written Spanish. Spanish 240 considers the historical development of Hispanic and Hispanic American civilization and its enduring values. Advanced literature courses deal intensively with individual authors or periods of special significance.

Students in all courses are encouraged to make use of the language learning center and to supplement their course work by study in Spain or Spanish America either in the summer at the *Centro* in Madrid (see page 66) or during their junior year. Residence in the Spanish House for at least one year is advisable.

Requirements for the Spanish major are Spanish 120, four 200-level literature courses (one of which may be substituted for by Spanish 240), two 300-level literature courses, and the Senior Conference. Students whose pre-college training includes advanced work in literature may, with the permission of the department, be exempted from taking Spanish 120. Unless specifically exempted by the department, all Spanish majors are also required to take Spanish 206. This major program prepares students appropriately for graduate study in Spanish.

Independent research (Spanish 403, 404) is offered to students recommended by the department. The work consists of independent reading, conferences, and a long paper.

Majors in Spanish may apply for admission into a program of study culminating in the conferral of both an A.B. and an M.A. The details of such a program should be worked out with the chairman of the department in the student's junior year.

Departmental honors are awarded on the basis of a minimum grade of 3.5 in the major, evaluation of the senior essay, and the recommendation of the department.

The Department of Spanish cooperates with the Department of French and the Department of Italian in the Romance Languages major; see page 198. The department also offers a certification program in secondary teacher education. For more information see the description of Teacher Education in this catalogue.

Requirements for a minor in Spanish are six courses in Spanish beyond Intermediate Spanish, at least one of which must be at the 300 level.

001, 002. Elementary Spanish Grammar, composition, oral, and aural training; readings from Spain, Spanish America, and the Hispanic community in the United States. This is a year-long course, both semesters are required for credit. One section of this course is intensive and meets nine hours a week. (Alás-Brun, Green)

003, 004. Intermediate Spanish Intensive grammar reviews, exercises in composition and conversation, selected readings from modern Spanish.

This is a year-long course, both semesters are required for credit.
(Koelle, Robinson)

005. Intensive Intermediate Spanish A thorough review of grammar, with intensive oral practice (group activities and individual presentations), writing of short essays and a longer final project, and readings from the Hispanic world. Prerequisite: Intensive Elementary Spanish or the recommendation of the department. (Sacerio-Garí)

110. Temas culturales de España e Hispanoamérica An introduction to the history and cultures of Spain and Spanish America: geography, socio-political issues, folklore, art, literature, multi-cultural perspectives. Prerequisite: Spanish 004 or placement. (Alás-Brun)

120. Introducción al análisis literario Readings from Spanish and Spanish-American works of various periods and genres (drama, poetry, short stories). Special attention to improvement of grammar through compositions. (Sacerio-Garí, Division III)

204. Conversación (nivel avanzado) Practice in various modes of oral expression with review of selected points of grammar and Spanish phonetics. Exercises in simultaneous interpretation. Class is divided into small groups for discussions. Readings, oral reports, compositions. (Green)

206. Composición (nivel superior) A systematic study of the structure of modern Spanish. Practice in translation of scientific and literary texts. Free compositions, creative writing. (Green)

220. El romanticismo A study of the Romantic movement in Spain and Spanish America. (Alás-Brun, Division III)

221. Modernismo y Generación del '98 The creation of new styles and new values in Spain and Spanish America; authors include Jose Martí, Ruben Darío, Unamuno, Baroja, and Machado. (Alás-Brun, Division III)

240. Hispanic Culture and Civilization A brief survey of the political, social, and cultural history of Spain and Spanish America. Topics include the spread of the Spanish Empire, indigenous cultures, the condition of, and polemics about, the "Indians" in the new world, Spanish-American independence, current social and economic issues, Latin America's multi-culturalism, Latinos in the United States. (Sacerio-Garí, Division III)

260. Ariel/Calibán y el discurso americano A study of the transformations of Ariel/Caliban as images of Latin-American culture. Prerequisite: Spanish 120 or equivalent. (Sacerio-Garí, Division III)

265. Women Writers, Women Characters in Hispanic Literature A study of women's voices expressing their aspirations, difficulties, and achievements over five centuries within the special constraints and possibilities offered by Spanish and Spanish-American society. Readings from essays, drama, novels, and poetry; authors include Santa Teresa de Avila, Sor Juana Inés de la Cruz, Gabriela Mistral, Federico García Lorca, Eva Perón, and Isabel Allende. (staff, Division III)

303. The Modern Novel in Spain Twentieth-century experiments in the form and language of fiction. Emphasis on the contemporary period. Texts by Unamuno, Cela, Delibes, J. Goytisolo, C. Martín Gaité, and others. (staff, Division III)

307. Cervantes A study of *Don Quijote*, its structural innovations and its synthesis of the conflicting aesthetic and ideological currents of Cervantes' Spain. (staff, Division III)

308. Spanish Drama of the Golden Age Formal and thematic analysis of four major dramatists of the Spanish national theater: Lope de Vega, Tirso, Alarcón, and Calderón. Reinterpretation and creation of myths, including that of Don Juan. (staff, Division III)

330. La poesía hispanoamericana Study of poetic language from modernismo to the present. Special attention to key figures. (Sacerio-Garí, Division III)

350. El cuento hispanoamericano The study of short fiction in Spanish America with special attention to the fantastic. Authors include Quiroga, Borges, Carpentier, Rulfo, Cortázar, and Valenzuela. (Sacerio-Garí, Division III)

397. Hispanic Studies Senior Conference Topics are chosen each year after consultation between faculty and students. Students may use this conference to replace one of the senior conferences in the major subject. (staff)

398. Senior Conference The study of special topics in Spanish and Spanish-American literatures chosen by the students in consultation with the faculty. (staff)

399. Senior Conference Individual conferences between students and the instructor to aid the student in the preparation of a long paper. At the end of the semester each student has a brief oral examination in Spanish consisting of the explanation and interpretation of a text and serving, along with the paper, as the method of evaluation of this conference. With the approval of the department, the student may substitute the Hispanic Studies Senior Conference. The student still takes the oral examination outlined above. (staff)

403. Supervised Work Independent reading, conferences, and a long paper; offered to senior students recommended by the department. (staff)

Courses which may be offered by current faculty as student interest and circumstances permit:

211. Borges and the Reader (Sacerio-Garí, Division III)

302. Medieval Spanish Literature (staff, Division III)

305. Modern Poetry in Spain (staff, Division III)

326. Narrative Structure (Sacerio-Garí, Division III)



FIELDS OF CONCENTRATION AND ADDITIONAL PROGRAMS

AFRICANA STUDIES

Coordinators:

- Philip Kilbride, Ph.D., *Professor of Anthropology,*
at Bryn Mawr College
Kimberly Benston, Ph.D., *Professor of English,*
at Haverford College

Affiliated Faculty:

- Harvey Glickman, Ph.D., *Professor of Political Science,*
at Haverford College
Thomas Jackson, Ph.D., *Professor of English,*
at Bryn Mawr College
Wyatt MacGaffey, Ph.D., *John R. Coleman Professor of Social Sciences,*
at Haverford College
Robert Mortimer, Ph.D., *Professor of Political Science,*
at Haverford College
Lucius Outlaw, Ph.D., *Professor of Philosophy,*
at Haverford College
Robert Washington, Ph.D., *Professor of Sociology,*
at Bryn Mawr College
Vernon Dixon, Ph.D., *Associate Professor of Economics,*
at Haverford College
Paul Jefferson, Ph.D., *Associate Professor of History,*
at Haverford College
Emma Lapsansky, Ph.D., *Associate Professor of History,*
at Haverford College
Michael Allen, Ph.D., *Assistant Professor of Political Science*
on the Rosalyn R. Schwartz Lectureship, at Bryn Mawr College
Koffi Anyinefa, Ph.D., *Assistant Professor of French,*
at Haverford College
Rajeswari Mohan, Ph.D., *Assistant Professor of English,*
at Haverford College
Xavier Nicholas, Ph.D., *Assistant Professor of English,*
at Bryn Mawr College
Mary Osirim, Ph.D., *Assistant Professor of Sociology on the*
Rosalyn R. Schwartz Lectureship, at Bryn Mawr College,
(on leave, 1992-93)

Africana studies is a developing synthetic field that brings a global frame of reference and a variety of disciplinary perspectives to the study of Africa and the African diaspora. Drawing on the methods of anthropol-

Africana Studies

ogy, economics, history, literature studies and linguistics, music, philosophy, political science, and sociology, the field also encompasses the study of decolonization and the processes of modernization and development against a background of international economic change, both in Africa and in societies worldwide with populations of African origin.

Africana studies is a bi-college program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Haverford offers Africana studies as an area of concentration anchored in the student's major with additional courses taken in at least two other departments. Bryn Mawr offers Africana studies as a minor which the student can combine with any major.

Both Bryn Mawr's minor and Haverford's concentration introduce students to theoretical perspectives and empirical studies of Africa and the African diaspora. In designing an intellectually coherent program, students are advised to organize their course work along one of several prototypical routes. Such model programs might feature: (1) regional or area studies; for example, focusing on Brazil, the English-speaking Caribbean or North America; (2) thematic studies; for example, exploring decolonization, class politics and/or economic development in West and East Africa; (3) comparative studies; for example, reconstructing the forms and functions of slavery both in Africa and in Catholic and Protestant societies in the diaspora.

The requirements for Africana studies are the following: (1) students take six semester courses from an approved list of courses in Africana studies; (2) students take a one-semester interdisciplinary core seminar as one of these courses; and (3) students write a senior thesis or seminar-length essay in an area of Africana studies.

In addition to satisfying the above requirements, students concentrating in Africana studies at Haverford must also satisfy a distribution requirement. Of the six courses that they take in Africana studies, at least two but no more than three must be in their home department and the remaining three to four courses must be taken in at least two other departments.

Students will be encouraged to enter this program by taking one of two courses: (1) Bryn Mawr College Anthropology/Sociology 211: African American Culture and Community; or (2) Haverford College Political Science 236b: African Politics. Each of these courses provides a foundation and a frame of reference for students continuing in Africana studies. This introductory-level work will be followed by the core seminar providing each group of students with a common intellectual experience. The final requirement for the program is a senior thesis or its equivalent. If the student is majoring in a department which requires a thesis, she satisfies the requirement by writing on a topic approved by her department and by the coordinator/committee on Africana studies. If the major department does not require a thesis, an equivalent written exercise—that is, a seminar-length essay—is required. The essay may be written within the framework of a particular course or as an independent study project. The topic must be approved by the instructor in question and by the coordinator/committee on Africana studies.

Africana studies courses at Bryn Mawr include:

- Anthropology/Sociology 211. African American Culture and Community
- Anthropology 253. Africa: Sub-Saharan Ethnology
- Economics 314. Economics of Poverty and Discrimination
- English 262. African American Literature
- English 279. Modern African Fiction
- Political Science 343. Liberation, Development, and Foreign Policy
- Sociology 207. The Nature of Prejudice: Intergroup Relations
- Sociology 217. The Family in Social Context
- Sociology 218. Modernization: Problems of Development in Third World Societies
- Sociology 225. Women in Contemporary Society: Third World Women
- Sociology 235. The Sociology of Development: Case Studies in Latin America and the Caribbean
- Sociology 245. Urban Social Problems

Africana studies courses at Haverford include:

- Economics 215a. Urban Economics
- Economics 228b. Economics of The United States' Third World Peoples
- English 271b. "Race," Writing, and Difference in American Literature
- English 277a. Post-colonial Women Writers
- English 369a. Topics in American Literature: Black Women's Literature
- General Programs 299b. Emancipation, Decolonization, and Social Reconstruction: Africa and the Americas in the Modern Era
- History 243a. African American Political and Social Thought
- History 343a. Topics in American Intellectual History (depending on topic)
- History 343b. Topics in African American Intellectual History
- Music 126b. Topics in World Music: Introduction to the History of Jazz
- Music 227a. Jazz and the Politics of Culture
- Philosophy 234a. African American Philosophy
- Philosophy 235a. African Philosophy
- Political Science 236b. African Politics
- Political Science 391a. Research Seminar in Political Science (depending on topic)
- Sociology/Anthropology 205b. Social Anthropology
- Sociology/Anthropology 233b. Topics in Sociology (depending on topic)
- Sociology/Anthropology 255a. Anthropology of Religion

ARTS PROGRAM

Senior Lecturers:

Christopher Davis, A.B., *Creative Writing*

Jane Wilkinson, Ph.D., *Director of the Arts Program*

Associate Lecturers:

Ava Blitz, M.F.A., *Fine Art*

Madeline Cantor, M.F.A., *Dance*

Arts Program

Linda Caruso Haviland, M.Ed., *Director of Dance*

Hiroshi Iwasaki, M.F.A., *Designer and Technical Director of Theater*

Mark Lord, M.F.A., *Director of Theater*

Lecturers:

Marian E. Dolan, M. Music, *Director of the Haverford-Bryn Mawr Choral Program*

James Meyers, M. Music, *Director of the Haverford-Bryn Mawr Orchestral Program*

Courses in the arts are designed to prepare students who might wish to pursue advanced training in their fields and for those who want to broaden their academic studies with work in the arts that is conducted at a serious and disciplined level.

CREATIVE WRITING

Courses offered in creative writing within the Arts Program are designed to teach technique and form from a professional point of view. These workshops are designed both for students intending to make their careers in writing and for those who wish to enlarge their appreciation of the writing arts. Students have majored in creative writing through the independent major program. (See page 52.)

260. Writing Short Fiction Comparative analysis of published texts as models and sources, and the production of four or five stories. Reworking material on the basis of workshop criticism and individual conference with the instructor is emphasized; each story may be a rewriting of the one before. Students must bring a sample of fiction or poetry to the first class meeting. Prerequisite: demonstrated ability. (Davis, Division III)

261. Writing Poetry The reading of poetry and the principles of prosody, emphasizing discipline and criticism in the reading and writing of poetry. Work is produced for each class meeting (successive drafts as assignments are encouraged), and students report on their reading of published poems. Generally one assignment is in translation; another crosses to a graphic art as a means of altering viewpoint. Work is analyzed in class and in private conference. (Davis, Division III)

262. Beginning Playwriting An introduction to the theater by study of the one-act play and its production. Written work consists of two one-act plays and a notebook of critical comments. (Lord, Division III)

263. Feature Journalism The practice of feature journalism including field research, interviews, and editing techniques including successive drafts of each article. Students work on several shorter documented features or one or two major articles during the semester. A course goal for each student is a publishable feature by semester's end. Students must bring a sample of nonfiction (not work done for a course), fiction, or poetry to the first class meeting. Prerequisite: publication or demonstrated ability. (Davis, Division III)

360. Advanced Fiction Writing Intended for students who have indicated by means of work that they are considering a career in writing and willing to submit to the discipline of constant reworking of promising material. A text provides a basis for class discussion; student efforts are analyzed in class and in conference. One goal of the semester's work is the production of a publishable piece of short fiction. Students must bring a brief sample of fiction or poetry to the first class meeting. Prerequisite: Arts Program 260 or permission of instructor. (Davis)

361. Advanced Poetry Writing Students who take this course have already indicated both a gift for poetry and skill in verse composition. The class will read and write poems in the give-and-take of the workshop, maintain a day-book of work-in-progress and notes, and use two texts for discussion. Students produce work in volume undertaken in a spirit of professional self-discipline and devotion to craft. (Davis)

362. Advanced Playwriting Advanced study of playwriting techniques including adaptation for film, radio, and television. One long script and a course notebook are required. Prerequisite: Arts Program 262 or permission of instructor. (staff)

364. Novel Writing An exploration of the novel form from a craftsman's point of view. Students must have work in progress or a reasonably clear idea of the novel they want to write, although both may be altered in class and/or in conference. In some cases students recast and rewrite constantly; in others students move straight ahead through the work with virtual independence. The text is one of the instructor's novels so that the inner workings of the creative process may be made available. Each student is expected to produce a substantial portion of a novel plus a useful outline to go on with independently. Prerequisite: Arts Program 360, a novel in progress, or proof of strong interest and ability. (Davis)

403. Supervised Work (staff)

Haverford College offers the following courses in creative writing:

English 191. Poetry Writing

English 192. Introduction to Fiction Writing

DANCE

The dance program provides courses which enable students to experience and understand dance both as an art and a humanity, and provides varied opportunities in technique, theory, and performance for students at all levels of skill, interest, and commitment. A full range of classes in modern, ballet, and jazz technique are offered regularly, and more specialized movement forms, such as African and Flamenco, are offered on a rotating basis. To supplement the academic courses in performance, composition, and theory, guest lecturers have taught courses that present a perspective extending beyond the Western dance theater tradition.

Arts Program

Requirements for the dance minor are six units of coursework, three required (Arts Program 140, 142, 343/4 or 345), and three elective. Students may choose to emphasize one aspect of the field, but must first consult with the dance faculty regarding their course of study.

140. Approaches to Dance: Themes and Perspectives An introduction to dance as a performance art and a humanity; consideration of dance aesthetics, history, and criticism; and areas such as ethnology, therapeutic applications, educational structures, and the creative process of choreography. Focus on the significance and the potential of the creative, critical, and conceptual processes of dance. The course includes lecture, discussion, film video, and guest lecturers. (Caruso Haviland, Division III)

142. Dance Composition I Analysis and practice of the basic elements of dance making, with reference to both traditional and contemporary post-modern choreographic approaches. This course presents compositional theory and experience in generating dance material and in structuring movement forms beginning with simple solo phrases and progressing to more complex organizational units. (staff, Division III)

241. A History of Twentieth-century Dance The study of the development of contemporary forms of dance with emphasis on theater forms within the broader context of Western art and culture, including lecture, discussion, and audio-visual materials. (Caruso Haviland, Division III)

242. Dance Composition II A continuation of Dance Composition I with emphasis on the construction of finished choreography for solo dances and the means of developing group composition. Related production problems are considered. (staff, Division III)

342. Advanced Choreography Independent study in choreography under the guidance of the instructor. Students are expected to produce one major choreographic work and are responsible for all production considerations. (staff)

343, 344. Advanced Dance Technique For description see Dance Technique. (staff)

345. Dance Ensemble For description see Dance Performance. (staff)

403. Supervised Work Research in a particular topic of dance under the guidance of an instructor, resulting in a significant final paper or project. (staff)

DANCE TECHNIQUE

Dance technique classes are offered for physical education credit; advanced levels of modern dance and ballet are offered for elective academic credit. Modern dance and ballet are taught at levels progressing I through III, and progression through the level sequence is by permission of the instructor. Jazz and African are taught at levels I and II. Most other courses are offered at the introductory level.

Dance Performance

The *Dance Ensembles* (modern, ballet, and jazz) are designed to offer students significant opportunities to develop dance technique, particularly in relationship to dance as a performance art. Original works choreographed by faculty or guest choreographers or reconstructed pieces are rehearsed and performed. This course, which is open to intermediate and advanced level dancers by audition or permission of instructor, may in some cases be taken for elective academic credit or for physical education credit.

FINE ARTS

The Fine Arts Program at Bryn Mawr is coordinated with and complementary to the Fine Arts Program at Haverford College (see page 113); courses on either campus are offered to students of either college with the approval of the respective instructors. Prospective fine arts majors and minors should plan their curricula with the major instructor. Throughout their progression through the fine arts courses, these students should strive to develop a portfolio of artwork showing strength and competence and a sense of original vision and personal direction appropriate for a major or minor candidate.

Fine arts majors are required to concentrate in either painting, sculpture, photography, drawing, or printmaking. Course requirements include Fine Arts 101 (four one-half semester courses that must be in different areas); two 200-level courses outside the area of concentration; two 200-level and one 300-level course within the area of concentration; senior conference; and three history of art courses to be taken at Bryn Mawr. Bryn Mawr students may minor in fine arts by taking six units of work in the field.

Two seven-week foundations courses provide an introduction to printmaking. Both are recommended, although not required, as each covers different material.

120. Foundation Printmaking: Relief Printing A seven-week course covering various techniques and approaches to the art of the woodcut and the linocut, emphasizing the study of design principles and the expressive potential of the medium to create a personal visual statement. (Blitz, Division III)

121. Foundation Printmaking: Silkscreen A seven-week course covering techniques and approaches to the art of silkscreen, including photo-silkscreen and the creation of art posters, emphasizing color and design, and the expressive potential of the medium to create a personal visual statement. (Blitz, Division III)

222. Basic Drawing: Works on Paper An introduction to the materials and techniques of drawing and works on paper, including: graphite, pen and ink, brush and ink, charcoal, and pastel—with focus on learning to “see” creatively, drawing from various subjects such as still life, landscape, interior, and portrait. Drawing from the model is not emphasized. (Blitz, Division III)

223. Watercolor: Works on Paper An introduction to the techniques and application of transparent and opaque watercolor as well as mixed-

Arts Program

media works on paper, emphasizing the creative and expressive use of color, form, dynamics, and composition. Prerequisite: college drawing course or permission of instructor based on portfolio showing drawing competence. (Blitz, Division III)

224. Intaglio Printmaking (Etching) Various techniques and approaches to intaglio printmaking, including etching (soft and hard ground), aquatint, multi-plate color printing, engraving, and monotypes. Prerequisite: a college drawing course, or strong evidence of drawing ability (by portfolio), or permission of instructor. Foundation Printmaking: Relief and Silkscreen are recommended but not required. (Blitz, Division III)

225. Printmaking: Materials and Techniques Further development of their creative ideas for students who have had the foundation sequence of Relief and Silkscreen. (Blitz, Division III)

326. Experimental Studio: Lithography Introduction to the concepts and techniques of black and white and color lithography. The development of a personal direction is encouraged. Prerequisites: a college drawing course and Foundation Printmaking or Intaglio Printmaking, or permission of instructor. (Blitz)

398, 399. Senior Conference Independent study of a selected issue of interest to the student, culminating in a portfolio of works on paper, (prints, drawings, and/or watercolors) suitable for exhibition. This course provides support for the preparation of the major student's final show. Work presented in the final examination is judged and graded by a jury consisting of the Bryn Mawr instructor, members of the Haverford Fine Arts faculty, and a member of the Department of History of Art. (Blitz)

403. Supervised Work A workshop for advanced students to develop their ideas for works on paper in the technique(s) of their choice, including relief printing, silkscreen, intaglio (etching), lithography, drawing, painting on paper (aqua-media), or any combination of the above. A cohesive body of work (portfolio) reflecting a specific direction is created by the end of the course. Prerequisites: a basic competence in technical skills in the area(s) of the student's choice, presentation of a portfolio of previous work, and permission of instructor. (Blitz)

For a listing of the Haverford course offerings in Fine Arts, see page 113.

MUSIC

The Music Department is located at Haverford and offers all students a music major and Bryn Mawr students a music minor. For a list of requirements and courses offered, see Music at Haverford (page 160).

Performance

The following organizations are open to all students by audition. For information about academic credit for these groups, and for private vocal or instrumental instruction, see Music at Haverford (page 160).

The *Haverford-Bryn Mawr Orchestra* rehearses twice a week, and concerts are given regularly on both campuses. The annual concerto competition affords one or more students the opportunity to perform with the orchestra in a solo capacity.

The *Haverford-Bryn Mawr Chamber Singers* is a select ensemble which demands a high level of vocal ability and musicianship. The group performs regularly on both campuses and in the Philadelphia area. Tours are planned within the United States and abroad.

The *Haverford-Bryn Mawr Chorale* is a large auditioned chorus which gives concerts with the Haverford-Bryn Mawr Orchestra each year. Recent repertory has included: Faure's *Requiem*, Carl Orff's *Carmina Burana*, and Mozart's *Requiem*.

The *Haverford-Bryn Mawr Women's Ensemble*, which meets in the Bryn Mawr Music Room, emphasizes music for women's voices and trebles and performs several times in the academic year.

Ensemble Groups are formed within the context of the Chamber Music Seminar (Music 215). See Music at Haverford (page 160).

The *Bryn Mawr Chamber Music Society*, run by the Office for the Arts, offers extracurricular opportunities for experienced students, faculty, and staff to perform a variety of chamber works in the context of regular recitals held in the Music Room.

THEATER

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

Requirements for the minor in Theater Studies are six units of course work, three required (Arts Program 150, 251, and 252) and three elective. Students must consult with the theater faculty to ensure that the necessary areas in the field are covered. Students have majored in theater through the independent major program. (See page 52.)

150. Introduction to Theater An introduction to techniques of reading and interpreting dramatic texts as models for performance, with consideration of performances as occasions for critical writing. (Lord, Division III)

250. Twentieth-century Theories of Acting An introduction to twentieth-century theories of acting emphasizing the intellectual, aesthetic, and sociopolitical factors surrounding the emergence of each director's approach to the study of human behavior on stage. Various theoretical approaches to the task of developing a role are applied in workshop and scene study. (Lord, Division III)

251. Fundamentals of Acting An introduction to the fundamental elements of acting (scene analysis, characterization, improvisation, vocal and gestural presentation, and ensemble work) through the study of scenes from significant twentieth-century dramatic literature. (Lord, Division III)

252. Fundamentals of Technical Theater Production The basic principles and practices necessary for the construction and execution of a theater and/or dance production, including media and materials commonly used in the scene shop, tools and other equipment, and practical construction techniques. (Slider, Division III)

253. Performance Ensemble An intensive workshop in the methodologies and aesthetics of theater performance, this course is open to students with significant experience in performance. In collaboration with the director of theater, students will explore a range of performance techniques and styles in the context of rehearsing a performance project. Admission to the class is by audition or permission of the instructor. The class is offered for a half unit of credit and students taking it for credit need to demonstrate their ability by first taking the course for no credit or by taking another academic class in performance. (Lord)

354. Shakespeare on the Stage: 1590 to the Present An exploration of Shakespeare's texts from the point of view of the performer. A historical survey of the various approaches to producing Shakespeare from Elizabethan to contemporary times, with intensive scenework culminating in on-campus performances. (Lord)

355. Gender and Theater A seminar and performance workshop on questions of gender as they appear in dramatic literature and theatrical production. Topics for discussion, reading, and scenework include the works of Ibsen and Strindberg, Genet, Gertrude Stein, Lacan, Artaud, Joe Orton, women in the avant-garde, and recent work in performance art. Theorists and practitioners to be studied include Judith Malina, Gertrude Stein, Brecht, Artaud, Derrida, and Irigaray. (Lord)

356. Endgames: the Theater of Samuel Beckett An exploration of Beckett's theater work to be conducted through both reading and practical exercises in performance techniques. Points of special interest will include the monologue form of the early novels and its translation into theater, Beckett's influences (particularly silent film) and collaborations, and the relationship between the texts of the major dramatic works and the development of both modern and post-modern performance techniques. (Lord)

359. Directing for the Stage A semiotic approach to the basic concepts and methods of stage direction. Topics explored through readings, discussion, and creative exercises include directorial concept, script analysis and research, stage composition and movement, and casting and actor coaching. Students rehearse and present three major scenes. (Lord)

403. Supervised Work (staff)

Performance

A variety of opportunities to act and assist in technical theater are available in the two College community. Students can participate in the theater program's two mainstage productions, in the Student Theater Company's festivals of one-acts, and in the annual student directed full-length play or musical. Student-written plays are regularly presented in full stage productions or informal readings. All auditions are open and casting is frequently blind to race and sex.

The following courses in dramatic literature are offered. For course descriptions, see the relevant department:

English 221, 222. English Drama to 1642
English 225. Shakespeare
English 326. Theaters of Ben Jonson
English 382: Theater and Society
French 311. Le Théâtre du Vingtième Siècle
German 305. Modern German Drama
Greek 202. The Form of Tragedy
Greek 302. Aeschylus and Aristophanes
Italian 203. Italian Theater
Spanish 308. Spanish Drama of the Golden Age

COMPUTER SCIENCE

Coordinator:

Steven Lindell, Ph.D., *Assistant Professor of Computer Science,*
at Haverford College

Affiliated Faculty:

William Davidon, Ph.D., *Professor of Mathematics,*
at Haverford College

Curtis Greene, Ph.D., *Professor of Mathematics,*
at Haverford College

Lyle Roelofs, Ph.D., *Associate Professor of Physics,*
at Haverford College

Jeffrey Tecosky-Feldman, M.A., *Assistant Professor of Computer
Science,* at Haverford College

Computer science studies methods of solving problems, and processes which manipulate and transform information. It is the science of algorithms—their theory, analysis, design and implementation. As such, it is an interdisciplinary field with roots in mathematics and engineering and applications in many other academic disciplines.

Computer science is a two-College program, supported jointly by faculty at both Bryn Mawr and Haverford Colleges. Haverford offers computer science as an area of concentration, anchored in the Departments of Mathematics and Physics. Bryn Mawr offers computer science as a minor which can be combined with any major, depending on the student's preparation.

Both Haverford's concentration and Bryn Mawr's minor emphasize foundations and basic principles of information science, rather than engineering or data-processing applications. Both Colleges believe this approach to be the most consistent with the principles of scientific education in the liberal arts. The aim is to provide students with skills which transcend short-term fashions and fluctuations in computer hardware and software. Some of these skills are mathematical, while others come from the rapidly growing and maturing field of computer science itself.

Computer Science

The program at Haverford introduces students to both the theoretical and practical aspects of computer science through a core sequence of four courses, designed to be taken in the sophomore and junior years: Computer Science 240: Principles of Computer Organization, Computer Science 245: Principles of Programming Languages, Computer Science 340: Analysis of Algorithms, and Computer Science 345: Theory of Computation. These are normally preceded by an introductory sequence on programming and data structures (Computer Science 105 and 206) and by a course in discrete mathematics (Computer Science 190 at Haverford, Mathematics 231 at Bryn Mawr). Additional electives and advanced topics courses build on material developed in the four core courses.

The requirements for the concentration at Haverford may be combined with existing mathematics and physics major requirements. For a computer science concentration with a major in mathematics, students must complete Computer Science 105, 206; Computer Science 240 or 245; Computer Science 340 or 345; one additional computer science course at the 300 level or higher; and one additional computer science course at the 200 level or higher cross listed with mathematics or physics. For a computer science concentration with a major in physics, students must complete Computer Science 105 and 206, Physics 316 and 322, and two additional computer science courses at the 200 level or higher, including Computer Science 320 at Haverford. Interested students should consult with the faculty members listed above to develop an appropriate course schedule.

The requirements for a minor in computer science at Bryn Mawr are Computer Science 110 or 105; Computer Science 206; Mathematics 231; two of the four core courses (Computer Science 240, 245, 340, and 345); and two electives chosen from any course in computer science at Bryn Mawr or Haverford, or approved by the student's coordinator in computer science.

100. Introduction to Computer Problem Solving An introduction to the use of the computer for problem solving in any discipline, including an introduction to programming in a structured language (currently Pascal) with emphasis on the development of general problem-solving skills and logical analysis. Applications are chosen from a variety of areas, emphasizing the non-technical. (staff, Division II or Quantitative Skills; offered at Haverford)

105. Introduction to Computer Science Introduction to programming (in Pascal) for students interested in doing more advanced work in computer science and other technical and scientific fields. Additional topics in computer science and discrete mathematics are introduced through programming exercises. (Tecosky-Feldman, Division II or Quantitative Skills; offered at Haverford)

110. Introduction to Computing An introduction to the concepts of computing: algorithms, data structures, and computing devices, including a complete development of Pascal. (staff, Division II or Quantitative Skills)

190. Discrete Mathematics An introduction to methods and ideas which are central to many branches of discrete applied mathematics,

especially computer science. Topics include set theory, functions and relations, formal logic, elementary combinatorics and discrete probability, graph theory, Boolean algebras, finite state machines, formal languages, and additional selected topics varying from year to year. (staff, Division II or Quantitative Skills; offered at Haverford)

206. Introduction to Data Structures Introduction to the fundamental algorithms and data structures of computer science: sorting, searching, recursion, backtrack search; lists, stacks, queues, trees, graphs, dictionaries. Introduction to the analysis of algorithms. Prerequisite: Computer Science 105, or permission of instructor. (Lindell at Haverford, staff at Bryn Mawr, Division II or Quantitative Skills)

207. Computer Operating Systems and "C" (staff, Division II or Quantitative Skills)

231. Discrete Mathematics I An introduction to discrete mathematics with strong applications to computer science. Topics include set theory, functions and relations, propositional logic, proof techniques, recursion, graph theory, and counting techniques. (staff, Division II or Quantitative Skills; cross listed as Mathematics 231)

232. Discrete Mathematics II Additional topics in discrete mathematics with strong applications to computer science, including algebraic structures (monoids, lattices, and Boolean algebras), formal language theory (regular and context-free languages), machines (automata and Turing machines), computability, and complexity theory. (staff, Division II or Quantitative Skills; cross listed as Mathematics 232)

240. Principles of Computer Organization A lecture/laboratory course studying the hierarchical design of modern digital computers. Combinatorial and sequential logic elements; construction of microprocessors; instruction sets; assembly language programming. Lectures cover the theoretical aspects of machine architecture. In the laboratory, designs discussed in lecture are constructed in software. Prerequisite: Computer Science 206, or permission of instructor; Computer Science 190 is strongly recommended. (Lindell, Division II or Quantitative Skills; offered at Haverford)

245. Principles of Programming Languages A lecture/laboratory course studying the design and implementation of modern programming languages. Structured programming, scoping, run-time environment, functional programming, resolution theorem proving. Lectures cover the theory behind syntax and semantics. In the lab students have an opportunity to analyze the behavior of procedural, applicative, and declarative languages. Prerequisite: Computer Science 206 or permission of instructor; Computer Science 190 is strongly recommended. (Lindell, Division II or Quantitative Skills; offered at Haverford)

262. Computer Networks with Lab Applications (staff, Division II or Quantitative Skills)

320. Numerical Analysis Introduction to computer-based analysis with applications in various fields. Topics include linear and nonlinear systems, eigenvalue problems, interpolation, numerical integration and

Computer Science

differentiation, solution of differential and integral equations. Prerequisite: Mathematics 102 at Bryn Mawr or Mathematics 114 at Haverford. (Roelofs; offered at Haverford)

340. Analysis of Algorithms Qualitative and quantitative analysis of algorithms and their corresponding data structures from a precise mathematical point of view. Performance bounds, asymptotic and probabilistic analysis, worst case and average case behavior. Correctness and complexity. Particular classes of algorithms such as sorting and searching are studied in detail. Prerequisite: Computer Science 206 and some additional mathematics at the 200 level, or permission of instructor. (Lindell; offered at Haverford)

345. Theory of Computation Introduction to automata theory, formal languages, and complexity. Introduction to the mathematical foundations of computer science: finite state automata, formal languages and grammars, Turing machines, computability, unsolvability, and computational complexity. Prerequisites: Computer Science 190, 206, and some additional mathematics at the 200 level, or permission of instructor. (Lindell; offered at Haverford)

350. Topics in Computer Science Topics vary from year to year, depending on student and instructor interest, for example operating systems, compilers, computer graphics. May be repeated for credit. (Tecosky-Feldman; offered at Haverford)

391. Advanced Topics in Theoretical Computer Science A senior reading/project/seminar course. (Lindell; offered at Haverford)

393. Advanced Topics in Computer Systems A senior reading/project/seminar course. (Tecosky-Feldman; offered at Haverford)

399. Senior Seminar Seminar for seniors writing theses, dealing with the oral and written exposition of advanced material. (staff)

In addition to the courses listed above, the following courses are also of interest:

Mathematics 218. Probability and Statistics (at Haverford)

Mathematics 227. Introduction to Mathematical Logic (at Haverford)

Philosophy 213. Intermediate Logic: Introduction to Mathematical Logic

Philosophy 242. Theory of Recursion

Philosophy 318. Philosophy of Language

Physics 316. Electronic Instrumentation and Laboratory Computers
(at Haverford)

FEMINIST AND GENDER STUDIES

Coordinators:

Jane Hedley, Ph.D., *Professor of English*, at Bryn Mawr College

Randy Mildén, Ph.D., *Deputy Dean and Assistant Professor of Psychology*, at Haverford College

The bi-college minor in feminist and gender studies is committed to the interdisciplinary study of women and gender. The program includes courses on women's experiences considered both historically and cross-culturally, on literature by and about women, on gender roles and gender socialization, and on gender bias in theories and theoretical aspects of attempts to account for gender differences. Students plan their programs in consultation with the feminist and gender studies coordinator on their home campus and members of the Faculty Committee on Feminist and Gender Studies.

Six courses in a sequence of three stages are required for the minor.

(1) An approved introductory course, such as Anthropology 106, approved section of English 015/016, Psychology H172, Political Science H257, and Sociology 201. Equivalent courses at Swarthmore or the University of Pennsylvania are also acceptable; individual requests to substitute other introductory level courses in women's studies are considered. (2) The junior seminar, General Studies 290: Interdisciplinary Perspectives on Gender, which is usually team-taught by two faculty members from different but representative disciplines. This course normally is taken in the junior year. (3) Four additional approved courses from at least two different departments, two of which are normally 300 level or higher. Units of supervised work (403) may be used to fulfill this requirement. Neither a senior seminar nor a senior thesis is required for the minor; however, with the permission of the major department, a student may choose to count a senior thesis with significant women's studies content toward the minor.

Feminist and gender studies courses at Bryn Mawr include:

Anthropology 106. Sex, Culture, and Society

Anthropology/Biology 358. The Anthropology/Biology of Gender Differentiation

Anthropology 351. Gender, Class, and Culture

Arts Program 355. Gender and Theater

English 015, 016. Reading and Composition (approved sections; at least two sections with significant focus on gender and women's experience are offered every year)

English 273. Womanspirit Rising

English 284. Giving Eurydice a Voice: Women's Poetry and Feminist Poetics

English 287. The Bi-cultural Novel (Women Writers)

English 358, 359. "Women of Talents"

French/History 246. Medieval Women

French 302. Le printemps de la parole féminine

French 315. Femmes écrivains du XIXe et du XXe siècle

General Studies 153. Roman Women

- General Studies 290.** (Bi-college junior seminar) **Interdisciplinary Perspectives on Gender**
German 208. Lyric Poetry: Women Poets
History 391, 392. Topics have included **Feminist Texts and Contexts; Sexuality and Public Order in the Victorian Age; Masculinity in Victorian Britain; Women and Feminism in Britain and Germany, 1870-1939.** Topic for 1992-93: **Masculinity in Victorian Britain.**
Italian 210. Women and Opera in Translation
Political Science 214. Women in Asia Today
Russian 260. Women Authors in Translation
Sociology 201. The Study of Gender in Society
Sociology 205. Social Inequality
Sociology 225. Women in Contemporary Society: Third World Women
Spanish 265. Women Writers, Women Characters in Hispanic Literature

Feminist and gender studies courses at Haverford include:

- Classics 217.** Seminar in Classical Studies: Women in Ancient Greece
English 277. Postcolonial Women Writers
English 278. Contemporary Women Writers
English 347a. Gender, Sexuality, and Representation in Eighteenth-century European Novels
General Programs 262b. Women and the Law
History 222b. Women in Pre-Industrial Europe
History 356. Topics in Modern European History: The Woman Question, Socialism, and the Russian Intelligentsia
Philosophy 313. Contemporary Philosophical Problems: Philosophy and Feminism
Political Science 359. Theories of Liberation: Feminist Political Theory
Psychology 172. Psychology of Women
Religion 221. Women in Early Christianity
Religion 290a. Feminist Critique of the Christian Theological Tradition

HEBREW AND JUDAIC STUDIES

Hebrew language instruction is available at Bryn Mawr. At Haverford, Judaic Studies courses are offered by the Department of Religion. Bryn Mawr also offers courses which complement Haverford's offerings in Judaic Studies. All these courses are listed in each semester's course guide under the heading Hebrew and Judaic Studies.

001, 002. Elementary Hebrew This course prepares students for reading classical religious texts. It covers grammar, composition, and conversation with primary emphasis on fluency in reading. Credit is not given for 001 alone. (Rabeeya)

101. Readings in the Hebrew Bible I 1992-93: Genesis. (Rabeeya)

102. Readings in the Prose of Genesis Hebrew composition, grammar, and conversation based on the Hebrew text. (Rabeeya)

203. **Readings in the Hebrew Bible II** 1992-93: The Five Scrolls. This course takes up different texts each year. It may be repeated for credit. (Rabeeya)

304. **Advanced post-Biblical Hebrew** (Rabeeya)

GENERAL STUDIES

Certain courses offered at Bryn Mawr cut across a number of disciplines and emphasize relationships among them; these interdepartmental courses are cross listed and described under each of the departments that sponsor them. Others, sometimes taught by two or more faculty members from different departments working in close cooperation, focus on areas that are not usually covered in the Bryn Mawr curriculum and provide a supplement to the areas more regularly covered; these are called general studies courses and are listed in the semester course guide under the heading of "General Studies."

Many general studies courses are open, without prerequisite, to all students. With the permission of the major department, they may be taken for major credit.

Recent general studies courses have included the following:

- 150. **Scapegoats, Outlaws, and Sinners in Fifth-century Athens** (Hamilton, Division III)
- 152. **Self, Symbol, and Society in Classical Epic** (Gaiser, Division III)
- 153. **Roman Women** (Brennan, Division III)
- 161. **Comedy from Aristophanes to Woody Allen** (Levitan, Division III)
- 204. **Humanities Seminar: Piety and Death in Greece and China** (Hamilton, Nylan, Salkever, Division III)
- 211. **Masks, Madness, and Mysteries in Greek Religion** (Dickerson, Division III)
- 246. **Idealism and Ideology in Augustan Rome** (Gaiser, Division III)
- 290. **Interdisciplinary Perspectives on Gender** (Caplan, Mohan, Division I)
- 299. **Emancipation, Decolonization, Social Reconstruction: Africa and the Americas in the Modern Era** (Allen, Lapsansky)

HISPANIC AND HISPANIC AMERICAN STUDIES

Coordinator:

Enrique Sacerio-Garí, Ph.D., *Associate Professor and
Chairman of Spanish*

The program is designed for students interested in a comprehensive study of the society and culture of Spanish America or Spain or both. Students supplement a major in one of the cooperating departments (anthropology, economics, history, history of art, history of religion, political science, sociology, and Spanish) with (1) Spanish 240: Hispanic Culture and Civilization, the core course for the concentration, (2) allied courses outside their major department dealing with Hispanic themes or problems and (3) a Senior Conference focusing on a topic that cuts across all the major areas involved.

Requirements for the concentration include (1) competence in Spanish, to be achieved no later than the junior year. This competence may be attested either by a score of at least 675 on the reading section of the College Board Spanish achievement exam and a score of at least 600 on the oral section of the same exam, or by the completion of a 200-level literature course with a grade of at least 2.0; (2) Spanish 240 and at least four other courses outside the major department. Students should consult with their advisers as to which courses are most appropriate for their major and special interests; some apply more to the culture of Spain, others to Spanish America; (3) a long paper or an independent project on Spain or Spanish America, to be completed in either semester of the junior year or the first semester of the senior year as part of the work for one of the courses in the major. Topics must be approved and the paper read by both the major department and the Hispanic studies coordinator; (4) a senior conference conducted by a faculty member in one of the departments participating in the concentration, to be completed in the second semester of the senior year. This replaces one of the senior conferences or seminars of the student's major, if the student so desires, and deals with a general topic of interest to all students involved in the concentration.

The Hispanic and Hispanic American Studies concentration is under the general supervision of one member of the Department of Spanish. Students are admitted into the concentration at the end of their sophomore year after the submission of a plan of study, worked out by the student and her major department, which meets the requirements of the concentration.

HUMAN DEVELOPMENT

Professor:

Robert H. Wozniak, Ph.D., *Chairman*

Associate Professor:

Leslie Rescorla, Ph.D., (on leave 1992-93)

Assistant Professors:

Anne E. Fowler, Ph.D., (on leave Semester II, 1992-93)

Sharon Lamb, Ed.D.

Lecturers:

Mary Eno, Ph.D.

Katherine Gordon-Clark, Ph.D.

Barbara Lorry, Ph.D.

Judith H. R enyi, Ph.D.

Carol Roberts, Ph.D.

Hollis Scarborough, Ph.D.

Beatrice Wood, Ph.D.

Jean Wu, Ph.D., *Associate Dean of the Undergraduate College for the Division of General Studies*

The Department of Human Development offers undergraduates a selective academic curriculum which focuses on developmental, abnormal, educational, and personality psychology. Undergraduate students avail themselves of this curriculum to increase their understanding of theory and research in human development and educational process and to prepare for future study and work in psychology, education, and related fields. Certain human development courses are cross listed in psychology; these courses may be taken for psychology credit.

130. Breaking Silence: The Asian Experience in America An exploration of the history of Asians in the United States, including some contemporary issues. The class will attempt to place the topics covered within a broader context by relating the Asian experience in America to those of other racial/ethnic groups in America, and to trends in the society at large. Readings will be drawn from history, sociology, psychology, and literature. Enrollment will be limited to fifteen students; must have the permission of the instructor. (Wu, Division I)

203. Educational Psychology Topics in the psychology of human cognitive, social, and affective behavior are examined and related to educational practice. Laboratory work is required. Prerequisites: Psychology 101, 102. (Fowler, Division I; cross listed as Psychology 203)

206. Developmental Psychology A topical survey of psychological development from infancy through adolescence, focusing on the interaction of organismic and environmental factors in the ontogeny of perception, language, cognition, affect, action, and social interaction within the family and with peers. Prerequisites: Psychology 101, 102. (Wozniak, Division I; cross listed as Psychology 206)

207. Adolescent Development Patterns of development—physical, cognitive, emotional, and social—as they relate to the adolescent period. Theory and research focusing on adolescents in home, school, and society. Three hours a week with laboratory or other independent work required. Prerequisites: Psychology 101, 102. (staff, Division I)

209. Abnormal Psychology This course examines the main psychological disorders manifested by individuals across the life span. It begins with a historical overview followed by a review of the major models of psychopathology; including the medical model, the psychoanalytic, cognitive-behavioral, behavioral, family systems, and phenomenological approach. Disorders covered include autism, anorexia, bulimia, schizophrenia, substance abuse, depression, mania, manic-depression, sexual abuse, anxiety and panic disorder, Alzheimer's disease, and the personality syndromes (e.g., narcissistic, borderline, schizoid, and antisocial personality disorders). Issues of classification, theories of etiology, research on prognosis, studies of treatment outcome, the "clinical" picture of each disorder, and actual treatment cases are discussed. Prerequisites: Psychology 101, 102 for Psychology majors; sophomore status for all others. (Lamb, Rescorla, Division I; cross listed as Psychology 209)

210. Theories of Personality This course, a survey of personality theories, concentrates on traditional psychoanalytic, neo-Freudian, Jungian, Object Relations, and phenomenological-existential theories, as well as feminist critiques of these. While dispositional, cognitive, and behavioral theories of personality are reviewed, in-depth readings supplementing the text focus on psychoanalytic as well as phenomenological theory related works. We study each theory's understanding of the mind, the development of personality, motivation, psychopathology, and forms of treatment. Through readings, class discussion, and paper assignments, students learn to use personality theories to analyze individuals in such texts as Freud's *Dora: A Case of Hysteria*, Allport's *Letters From Jenny*, and other people for whom narrative data are available. The course concludes with a consideration of the state/trait debate and how this debate affects the field of personality as well as experimental research currently published in personality journals. (Lamb, Division I; cross listed as Psychology 210)

350. Developmental Cognitive Disorders A survey of language disorders, mental retardation, reading disability/dyslexia, and other forms of learning disability in children and adolescents, using a developmental and neuropsychological framework to study the various cognitive disorders within the context of the normal development of perception, attention, memory, language, mathematical concepts, and reading. Research on the assessment, classification, outcome, and remediation of the major cognitive disorders manifested by children and adolescents are also covered. Prerequisite: Psychology 206 or 207. (Rescorla; cross listed as Psychology 350)

351. Developmental Psychopathology A summary of the main emotional and behavioral disorders of children and adolescents, including autism, phobias, antisocial behavior, attention deficit disorder, depression, and anorexia. Major topics covered include: contrasting models of psychopathology; assessment and classification of childhood disorders;

outcome of childhood emotional problems; disorders of adolescence; and the use of psychotherapy, behavior modification, cognitive-behavioral therapy, drug therapy, and family therapy with children and adolescents. Prerequisite: Psychology 206 or 209. (Lamb, Rescorla; cross listed as Psychology 351)

Graduate seminars in the Department of Human Development are open to qualified undergraduates with the permission of the instructor, the student's dean, and the dean of the Graduate School of Arts and Sciences.

INTERNATIONAL ECONOMIC RELATIONS

Coordinator:

Erika Behrend, Ph.D., *Associate Dean of the Undergraduate College and Lecturer in Psychology*

The Bryn Mawr program in International Economic Relations was developed in 1980, with the help of funds from the Exxon Education Foundation and the International Paper Foundation, to help prepare students skilled in languages for careers in international business or law. The program combines the study of international finance and economic relations with the study of the language and culture of a specific geographical area, chosen from among the French, German, Italian, Russian, and Spanish speaking regions of the world. Students in this program usually major in economics or one of the languages, but depending on prior preparation, a student may be able to complete this program while majoring in another subject.

Participants in the program must meet complete course work in both economics and language, as well as the program's other requirements. The requirements for course work include (1) two 200-level courses in the appropriate language (in special cases, language work done elsewhere—and worked out with a faculty representative of the appropriate language department—is accepted). (2) Economics 101, 102: Introduction to Microeconomics, Introduction to Macroeconomics; Economics 206: International Economics; and Economics 216: Advanced International Economics. The program also requires (3) participation in one of the designated summer programs for the study of advanced language, area studies, and international finance. These programs usually involve both course work and a work-related internship. The summer program is normally taken following the junior year, but may be taken at another time if the student has fulfilled the program's other requirements. An interview may be required to make a final determination of the language competency of the student before acceptance in the summer program occurs. (4) Attendance at a special lecture series, held at Bryn Mawr, on topics in international economic relations.

Students interested in this program should consult with Dean Behrend, the undergraduate pre-professional adviser, as early as possible in their undergraduate career.

NEURAL AND BEHAVIORAL SCIENCES

*Chairman of the Undergraduate Committee
and Major Adviser for Psychology at Bryn Mawr College:*
Earl Thomas, Ph.D., *Professor of Psychology, (on leave, Semester II,
1992-93)*

*Program Coordinator and Major Adviser for Biology
at Bryn Mawr College:*
Paul Grobstein, Ph.D., *Eleanor A. Bliss Professor of Biology,
(on part-time leave, 1992-93)*

Professor of Psychology at Bryn Mawr College:
Matthew Yarczower, Ph.D.

*Associate Professor of Psychology and Major Adviser for Psychology at
Haverford College:*
Jonathan Schull, Ph.D.

Associate Professor of Biology at Bryn Mawr College:
Karen Greif, Ph.D.

An understanding of human and animal behavior is of interest to a variety of disciplines. Neuroscience has recently developed from a combination including biology, psychology, physiology, and medicine. Neuroscience has exhibited particularly rapid growth in the past ten to twenty years, and has clearly become established as an emerging new discipline relevant to understanding behavior.

The concentration in the neural and behavioral sciences is designed to allow students to pursue a course of studies in behavior and the nervous system across disciplines traditionally represented at Bryn Mawr College. The program is currently administered by the Departments of Biology and Psychology at Bryn Mawr College and the Department of Psychology at Haverford College. Students undertaking the concentration must major in one of these three departments.

The concentration consists of two components. Students must, in general, satisfy the requirements of the department in which they major, with appropriate modifications related to the concentration (consult departmental advisers listed above). For the concentration itself, students must take a series of courses that represent the background in the neural and behavioral sciences and other sciences common to all approaches to the nervous system and behavior. All students, regardless of major, must fulfill the requirements of the core program.

Core requirements for the concentration are:

- (1) A minimum of one year of physics and/or chemistry with laboratory;
- (2) A minimum of one semester of introductory psychology with laboratory;
- (3) A minimum of one year of introductory biology with laboratory;
- (4) A one semester course on the nervous system and behavior: Bryn Mawr Biology 202, Bryn Mawr Psychology 218, Haverford Psychology 217;

- (5) A one semester course on nervous system structure and function with laboratory: Bryn Mawr Biology 304;
- (6) A minimum of one semester of relevant course work at the 200 level or above taken outside the major department;
- (7) Two semesters of a senior research and seminar course in neural and behavioral sciences; library or laboratory thesis with weekly faculty-led seminars on current research topics.

PEACE STUDIES

Coordinator:

Marc Howard Ross, Ph.D., *Professor of Political Science*

The concentration in peace studies is composed of a six-course cluster, centering around conflict and cooperation within and between nations. Peace studies draws on the long-standing interest in war and peacemaking that has been at the core of this field, but it also draws on questions associated with the fields of social psychology, history, economics, and sociology. It draws on these fields for theoretical understandings of matters such as bargaining, negotiations, internal causes of conflict, cooperative and competitive strategies, inter-group relations, socioeconomic relationships among sub-national groups, and institutional balancing of conflicting interests.

With the direction of a faculty adviser (usually the coordinator of peace studies), a student with a concentration in peace studies will typically major in a department with two or more courses approved for the concentration. At present, these include political science, history, sociology (at Bryn Mawr), and sociology and anthropology (at Haverford). The concentration mandates two of three one-semester "gateway" courses: (1) Conflict and Conflict Management (Political Science 206), an interdisciplinary course focusing on conflict and cooperation in small communities in pre-industrial societies and within modern nations; (2) International Politics (Political Science 141), which deals with global conflict and cooperation, including questions of war and peace; and (3) Comparative Government (Political Science 131 at Haverford), which analyzes and compares constitutional and institutional patterns of order and conflict, including sub-national cultural conflict, within countries in the major geographical areas of the world. One of these must be completed before the end of the junior year, and it is advised that two be completed by then.

The concentration culminates in a one-semester thesis requirement in the senior year, supervised by a faculty member participating in the program. The remainder of the concentration includes courses chosen from those listed below. Other courses may serve to satisfy the concentration drawn from Haverford General Programs and Bryn Mawr Interdepartmental courses. Courses taken in Study Abroad programs may, upon petition, be approved by the coordinator of the concentration. Peace studies normally co-sponsors two one-semester courses each year in different departments—courses which also satisfy the concentration.

Peace Studies

Students are advised to consult with the coordinator on all these matters.

Two or three courses from the approved list, or from an ad hoc group of other approved courses, must be chosen from outside the major department. As in other areas of concentration, no more than three of the courses may count toward the student's major. The thesis requirement, with prior approval of the thesis adviser and the coordinator of peace studies, may count for both the department major and the peace studies concentration.

Peace Studies courses at Bryn Mawr include:

History 225. Europe Since 1789

History 370, 371. Great Powers and the Near East

Political Science 241. Politics of International Law and International Institutions

Political Science 307. Religion and Politics

Political Science 316. Ethnic Group Politics

Political Science 343. Liberation, Development, and Foreign Policy

Political Science 346. Seminar in International Negotiation and Conflict Resolution

Sociology 205. Social Inequality

Sociology 207. The Nature of Prejudice: Intergroup Relations

Sociology 212. Sociology of Poverty

Sociology 218. Modernization: Problems of Development in Third World Societies

Sociology 235. Sociology of Development: Case Studies in Latin America and the Caribbean

Sociology 330. Comparative Economic Sociology: Advanced and Third World Societies

Peace Studies courses at Haverford include:

History 240b. History and Principles of Quakerism

Political Science 232a. Democratic Responsible Governments in Culturally Divided Societies

Political Science 236b. African Politics

Political Science 240b. Conference Course in International Relations; 1992-93: Resolving Conflict in Central America

Political Science 245a. International Political Systems

Political Science 246b. The Politics of International Institutions

Political Science 247a. Managing Conflicts from Interpersonal to International

Political Science 248b. Nuclear Weapons and Arms Control

Sociology and Anthropology 207a. Internal Disorder: Deviance and Revolution

Sociology and Anthropology 235b. Class, Race, and Education

TEACHER EDUCATION

Director:

Elizabeth Useem, Ed.D., *Visiting Associate Professor of Sociology*

Lecturer:

Robert J. Templeton, Ph.D.

Bryn Mawr College and Haverford College offer a program that prepares students for junior and senior high school certification (grades 7-12) in the state of Pennsylvania. By reciprocal agreement, the Pennsylvania certificate is accepted by a number of other states. Certification is available for students majoring in mathematics, chemistry, physics, biology, French, German, Latin, Spanish, Chinese, English, anthropology, sociology, history, economics, and political science. The certification area for those majoring in history or one of the social sciences is social studies. Certification for Russian majors is available through Swarthmore College. Students majoring in certain interdisciplinary programs (e.g., romance languages, comparative literature, East Asian studies) may also be eligible for certification provided they meet the Pennsylvania standards in one of the subject areas listed above.

The bi-college program in teacher education integrates education coursework with the liberal arts curriculum. There is no education major or minor; instead, students who wish to become certified take a cluster of courses (seven credits), including student teaching, which approximates a minor. Three of the required courses are based in the psychology departments of the two colleges; some electives are also based in academic departments such as sociology; and other electives can be selected from General Programs at Haverford, teaching-assistant experiences in academic departments, or from courses in education at Swarthmore or the University of Pennsylvania.

Student teaching is done during the spring of the senior year for twelve weeks in a local school. Some students choose to do the practice teaching during the fall semester following graduation (at reduced tuition) if they cannot fit it into their four year program.

In order to qualify for a teaching certificate, students must complete an academic major (listed above), college general education requirements, and the sequence of courses listed below:

- 1.) Education 103 (Introduction to Education).
- 2.) Psychology 203 (Educational Psychology; an introduction to psychology course is a prerequisite).
- 3.) Psychology 206 (Developmental Psychology) or Psychology 214 at Haverford (The Psychology of Adolescence).
- 4.) Education 304 (Curriculum and Methods Seminar; fall, senior year).
- 5.) Education 303 (Practice Teaching, double credit).
- 6.) One additional course from the following:
 - a.) Sociology 258 (Sociology of Education).
 - b.) General Programs 266b at Haverford (Schools in American Cities).
 - c.) Psychology 206 (Developmental Psychology) or Psychology 214 at Haverford (The Psychology of Adolescence); whichever has not already been taken.

Teacher Education

- d.) A subject-specific pedagogy course (e.g., at University of Pennsylvania, one of the 400-level Association in Teaching courses in a major at Haverford, or an Independent Study that involves work as a teaching assistant in the subject area).
- e.) Swarthmore College or University of Pennsylvania education electives.

Furthermore, there are courses within the academic major that are required for those becoming certified in order to comply with Pennsylvania certification regulations. Students should consult with the director of teacher education during the freshman year for advice on course selection.

Introduction to Education should be taken by the end of the sophomore year if at all possible. The Curriculum and Methods Seminar will be offered during the fall semester for seniors and should precede Practice Teaching. This seminar is also open to other seniors considering careers in teaching, but who are not becoming certified as undergraduates.

Students preparing for certification must attain a grade of 2.5 or above in courses in their major field during the two previous years and a grade point average of 2.7 or better in Introduction to Education in order to undertake Practice Teaching. They must also have received a positive evaluation from their cooperating teacher in Introduction to Education and be recommended by their major department.

Courses in the Program in Teacher Education include the following:

Education 103. Introduction to Education A survey of issues in education within an interdisciplinary framework. The course gives students an opportunity to determine their own interests in preparing to teach, as well as furnishing first-hand experience in current school practice. Field work is required. (staff, Division I)

Education 303. Practice Teaching Supervised teaching in secondary schools (twelve weeks). Two units of credit are given for this course.

Education 304. Curriculum and Methods Seminar A consideration of theoretical and applied issues related to effective classroom instruction. Open to seniors planning to take Practice Teaching and seniors interested in careers in education. Field work is required during the semester and during two-week intersession in January.

PHYSICAL EDUCATION AND ATHLETICS

Director:

Jenepher P. Shillingford, M.Ed.

Associate Director:

Lisa N. Boyle, B.S.

Director of Dance and Associate Lecturer in the Arts:

Linda Caruso Haviland, M.Ed.

Senior Lecturers in Physical Education:

Barbara Bolich, B.S.

Martha McMahan, M.S.

Instructor in Physical Education:

Raymond Tharan, B.S.

The Department of Physical Education offers an intercollegiate experience in nine sports, as well as several clubs, a broad instructional program based on the wellness concept, and recreational activities. The program reflects the following objectives: (1) to provide opportunities for developing skills, resulting in high levels of fitness, good nutritional habits, and the management of stress; and (2) to provide opportunities for all students to develop skill and technique in a chosen activity, thus enhancing a self responsibility for life-style.

Bryn Mawr College believes that physical education and competition are integral parts of a liberal arts education, and requires eight terms (four semesters) of physical education, including the successful completion of a swimming requirement.

Reflecting a liberal arts philosophy, the physical education department promotes a holistic approach to lifetime fitness and well-being through its wellness program and related activities. Sponsored by the Department of Physical Education in concert with Dining Services and Health Services, and coordinated with all student service areas on campus through the Deans' and Directors' Committee, the target areas of the wellness program include: (1) nutrition and weight control; (2) stress management; and (3) physical fitness. Reflecting the wellness philosophy, the department helps each student develop a personal responsibility for her life-style.

A swimming test for survival swimming is administered to new students at the beginning of the year. The test includes entry into the water, a ten-minute swim demonstrating two strokes, and floating. For non-swimmers, successful completion of a term of beginning swimming, including drown-proofing techniques, will fulfill the requirement.

Transfer students will receive credit toward the requirement from previous institutions after a review by the director of the department. Students with special needs should consult the director of physical education.

Physical Education and Athletics

The instructional offerings in physical education include:

Fall: aerobic dance, archery, athletic training, ballet, cycling, dance ensemble, field hockey, fitness, jogging, jazz dance, modern dance, Nautilus, riding, rope jumping, self-defense seminars, soccer, social dance, stretchercise, swimming, tennis, volleyball, walking, and wellness (stress management seminar);

Winter: aerobic dance, athletic training, badminton, ballet, basketball, children's games*, dance ensemble, fencing, first aid, fitness, folk dance, gymnastics, jogging, modern dance, Nautilus, nutrition, rope jumping, self-defense, stretchercise, swimming, volleyball, wellness;

**every other year*

Spring: aerobic dance, archery, athletic training, ballet, ballet workshop, cycling, dance ensemble, jazz workshop, jogging, lacrosse, modern dance, Nautilus, riding, rope jumping, softball, strengthening/conditioning, stress management, stretchercise, swimming, tennis, volleyball, walking, water aerobics, and wellness.

Varsity team experiences at Bryn Mawr include cross-country, field hockey, lacrosse, basketball, swimming and diving, badminton, volleyball, tennis, and soccer. A modern dance performance group is offered during the winter and spring terms.

In addition, students may take courses at Haverford College. These courses include body building, first aid and personal safety, golf, handball-paddleball, intramural sports, karate, running techniques, badminton, squash, and yoga. The Department of Physical Education at Bryn Mawr and the Haverford Department of Athletics allow students to choose activities on either campus to fulfill their requirements.



SCHOLARSHIP FUNDS AND PRIZES

The scholarships and prizes listed below have been made available to able and deserving students through the generosity of alumnae/i and friends of the College. Many of them represent the income on endowed funds which in some cases is supplemented by an additional grant, usually taken from expendable gifts from alumnae/i and parents. A student requesting aid does not apply to a particular fund but is considered for all awards administered by the College for which she is qualified.

The Alumnae Regional Scholarship program is the largest single contributor to Bryn Mawr's scholarship awards. In addition to providing funds for the College's financial aid program, alumnae select Regional Scholars to receive \$1,000 research stipends for projects of their choice. This honor carries with it special significance as an award for both academic and personal excellence.

An outstanding scholarship program has been established by the National Merit Scholarship Corporation, and several large corporations sponsor scholarship programs for children of employees. In addition to the generous awards made by these companies there are many others made by foundations and by individual and professional groups. Some of these are regional in designation. Students are urged to consult their schools and community agencies for information in regard to such opportunities.

Bryn Mawr College participates as a sponsor in the National Achievement Scholarship program. As sponsor, the College awards several scholarships through the National Merit Corporation. National Achievement finalists who have indicated that Bryn Mawr is their first choice among institutions will be referred to the College for consideration for this award.

SCHOLARSHIP FUNDS

The Mary L. Jobe Akeley Scholarship Fund was established by bequest of Mary L. Jobe Akeley. It is for undergraduate scholarships with preference being given to students from Ohio. (1967)

The Warren Akin IV Scholarship Fund was established by gifts from Mr. and Mrs. Warren Akin (father) and Mr. and Mrs. William Morgan Akin (brother) of Warren Akin IV, M.A., 1971, Ph.D., 1975. The fund is to be used for Bryn Mawr students, with preference given to graduate students in English. (1984)

The Alumnae Bequest Scholarship Fund was established by bequests received for scholarships from alumnae of the College. (1965)

Alumnae Regional Scholarships are available to students in all parts of the United States. These scholarships, raised by alumnae, vary in amount and may be renewed each year.

Note: The dates in parentheses in the listings on this and the following pages indicate the year in which the scholarship was established.

Bryn Mawr College

The Marion Louise Ament Scholarship Fund was established by bequest of Berkley Neustadt in honor of his daughter Marion Louise Ament, Class of 1944. (1966)

The Evangeline Walker Andrews May Day Scholarship was established by bequest of Evangeline Walker Andrews, Class of 1893. The income from this fund is to be used for undergraduate scholarships in the Department of English. Mrs. Andrews originated the Bryn Mawr May Day which was first held in 1900. (1963)

The Constance M.K. Applebee Scholarship Fund was established by a bequest under the will of Constance M.K. Applebee, the first director of physical education at Bryn Mawr. Preference is to be given to students in physical education classes. (1981)

The Edith Heyward Ashley and Mabel Pierce Ashley Scholarship Fund was founded by bequest of Mabel Pierce Ashley, Class of 1910, and increased by bequest of Edith Heyward Ashley, Class of 1905. The income is to be awarded as scholarships to undergraduate students majoring in history or English. (1963)

The Elizabeth Congdon Barron Scholarship Fund was founded by the bequest of Elizabeth Congdon Barron, Class of 1902, "for the general purposes of the College." Through gifts from her husband, Alexander J. Barron, the fund was increased and the Elizabeth Congdon Barron Scholarship Fund was established. (1960)

The Florence Bascom Fund was established by bequest of Eleanor Lorenz, Class of 1918, to honor the College's first professor of geology. The income from this fund provides fellowship and scholarship monies for the Department of Geology. (1988)

The Beekey Scholarship Fund was established by Lois E. Beekey, Class of 1955, Sara Beekey Pfaffenroth, Class of 1963, and Mrs. Cyrus E. Beekey. The income is awarded annually to a student majoring in a modern foreign language or in English. (1985)

The Elizabeth P. Bigelow Memorial Scholarship Fund was established by gifts from Mrs. Henry P. Bigelow in memory of her daughter, Elizabeth P. Bigelow, who graduated cum laude in 1930. (1960)

The Star K. Bloom and Estan J. Bloom Scholarship Fund was established by a gift from Star K. Bloom, Class of 1960, and her husband, Estan J. Bloom. The income is to be awarded to academically superior students from the southern part of the United States with preference being given to residents of Alabama. (1976)

The Book Shop Scholarships are awarded annually from the income from the Book Shop Fund. (1947)

The 1967 College Bowl Scholarship Fund of \$16,000 was established by the Bryn Mawr College team from its winnings on the General Electric College Bowl television program. The scholarship grants were donated by the General Electric Company and by Seventeen Magazine and supplemented by gifts from the directors of the College. The members of the team were Ashley Doherty, Class of 1971; Ruth Gais, Class of 1968;

Scholarship Funds and Prizes

Robin Johnson, Class of 1969; and Diane Ostheim, Class of 1969. Income from this fund is awarded to an entering freshman in need of assistance. (1968)

The Norma Bowles ARCS Endowment for the Sciences was established by a gift from Norma Landwehr Bowles, Class of 1942. This fund supports a student, fellow, or lecturer in the sciences who is an American citizen. The award is administered in accordance with the interests of the Achievement Research for College Students Foundation, which seeks to encourage young women to pursue careers in the sciences. (1987)

The James W. Broughton and Emma Hendricks Broughton Scholarship Fund was established by a bequest from the estate of Mildred Hendricks Broughton, Class of 1939, in honor of her parents. The students selected for such financial aid shall be from the midwestern part of the United States. (1972)

The Abby Slade Brayton Durfee and Mary Brayton Durfee Brown Scholarship Fund was founded in honor of Abby Slade Brayton Durfee by bequest of her husband Randall N. Durfee. Mrs. Charles Bennett Brown, Class of 1930, and Randall N. Durfee, Jr., have added to the fund. Preference is given to candidates of English or American descent and to descendants of the Class of 1894. (1924)

The Hannah Brusstar Memorial Scholarship was established by a bequest from the estate of Margaret E. Brusstar, Class of 1903. The income from the fund is to be awarded annually to an undergraduate student who shows unusual ability in mathematics. (1976)

The Bryn Mawr Alumnae Physicians Fund for Premedical Students was established under the sponsorship of two alumnae directors of the College. The income from this fund is to provide a flexible source of financial help to women at Bryn Mawr who have decided to enter medicine, whether or not they choose to major in physical sciences. (1975)

Bryn Mawr at the Tenth Decade This pooled fund was established in the course of the Tenth Decade Campaign for those who wished to contribute to endowment for undergraduate student aid. (1973)

The Bryn Mawr Club of Princeton Scholarship was established by the alumnae of the Bryn Mawr Club of Princeton. (1974)

The Jacob Fussell Byrnes and Mary Byrnes Fund was established in memory of her mother and father by a bequest under the will of Esther Fussell Byrnes. (1948)

The Sophia Sonne Campbell Scholarship Fund was established by a bequest of Sophia Sonne Campbell, Class of 1951. (1973)

The Mariam Coffin Canaday Scholarship Fund was established by a gift from the Ward M. and Mariam C. Canaday Educational and Charitable Trust. The income from this fund is to provide scholarships with preference given to students from Toledo, Ohio, or from District VI of the Alumnae Association. (1962)

The Antoinette Cannon Memorial Scholarship Fund was established by a gift from Janet Thornton, Class of 1905, in memory of her friend Antoinette Cannon, Class of 1907. (1963)

The Jeannette Peabody Cannon Memorial Scholarship Fund was established in memory of Jeannette Peabody Cannon, Class of 1919, through the efforts of the New England Alumnae Regional Scholarship Committee, of which she was a member for twenty years. The scholarship is awarded every three years on the nomination of the Alumnae Scholarship Committee to a promising member of the freshman class, resident of New England, who needs financial assistance. The scholarship may be held during the remaining three years of her college course provided a high standard is maintained. In 1962 the fund was increased by a generous gift from Mrs. Donald Wing of New Haven. (1949)

The Susan Shober Carey Memorial Fund was founded in memory of Susan Shober Carey by gifts from the Class of 1925 and is awarded annually by the president. (1931)

The Florence and Dorothy Child Memorial Scholarship of Bryn Mawr College was founded by bequest of Florence C. Child, Class of 1905. The income from this fund is to be used for the residence fees of students who, without such assistance, would be unable to live in the halls. Preference is to be given to graduates of the Agnes Irwin School and to members of the Society of Friends. If no suitable applicants are available in these two groups, the scholarship aid will then be assigned by the College to students who could not live in residence halls without such assistance and who are not holding other scholarships. (1958)

The Augusta D. Childs Scholarship Fund was established by bequest from the estate of Augusta D. Childs. (1970)

The Jacob Orié and Elizabeth S.M. Clarke Memorial Scholarship was established by bequest from the estate of Elizabeth Clarke and is awarded annually to a student born in the United States or any of its territories. (1948)

The Class of 1903 Scholarship Fund was established by a gift on the occasion of the fiftieth reunion of the class. The income from this fund is to be awarded annually to a member of the freshman, sophomore, or junior class for use in the sophomore, junior, or senior years. (1953)

The Class of 1922 Memorial Scholarship Fund was established at the suggestion of members of the Class of 1922 as a perpetual class fund to which members of the class can continue to contribute. (1972)

The Class of 1939 Memorial Fund was established by the Class of 1939 to provide unrestricted scholarship support. (1985)

The Class of 1943 Scholarship Fund was established by gifts from the James H. and Alice I. Goulder Foundation, Inc., of which Alice Ireman Goulder, Class of 1943, and her husband are officers. Members of the Class of 1943 and others add to the fund which continues to grow, and it is hoped that eventually the yearly income will provide full scholarship aid for one or more students at Bryn Mawr. (1974)

Scholarship Funds and Prizes

The Class of 1944 Memorial Scholarship Fund was established by the Class of 1944 in memory of Jean Mungall and other deceased classmates. (1959)

The Julia Cope Collins Scholarship was established by bequest from the estate of Julia Cope Collins, Class of 1889. (1959)

The Alice Perkins Coville Scholarship Fund was established by Agnes Frances Perkins, Class of 1898, in honor of her sister, Alice Perkins Coville. (1948)

The Regina Katharine Crandall Scholarship was established by a group of her students as a tribute to Regina Katharine Crandall, Margaret Kingsland Haskell Professor of English Composition from 1918 to 1933. The income from this fund is awarded to a sophomore, junior, or senior who in her written English has shown ability and promise and who needs assistance to continue her college work. (1950)

The Louise Hodges Crenshaw Memorial Scholarship Fund. The Army Emergency Relief Board of Managers approved a gift of \$10,000 representing a part of a bequest to them from Evelyn Hodges, Mrs. Crenshaw's sister. The income is to be used to provide scholarships for dependent children of Army members meeting A.E.R. eligibility requirements. (1978)

The Raymond E. and Hilda Buttenwieser Crist '20 Scholarship Fund was established by Raymond E. Crist to provide scholarship support for incoming or returning students who have financial need and are academically outstanding. (1989)

The Annie Lawrie Fabens Crozier Scholarship Award was established by a gift from Mr. and Mrs. Abbott P. Usher in memory of Mrs. Usher's daughter, Annie Lawrie Fabens Crozier, Class of 1951. The scholarship is to be awarded to a junior or senior of distinction who is majoring in English. (1960)

The Rebecca Taylor Mattson Darlington Scholarship Fund was established by members of her family in memory of Rebecca Taylor Mattson Darlington, Class of 1896. (1968)

The E. Merrick Dodd and Winifred H. Dodd Scholarship Fund was established by bequest of Dr. and Mrs. Dodd. (1953)

The Dolphin Scholarship is a full-tuition, four-year scholarship for an outstanding student from the New York City public schools, made possible by an anonymous donor. (1984)

The Ida L. Edlin Scholarship Fund was established by a bequest from the estate of Ida L. Edlin. The income is to be used for scholarships for deserving students in fine arts or humanities. (1976)

The Evelyn Flower Morris Cope and Jacqueline Pascal Morris Evans Memorial Scholarship was established by Edward W. Evans in memory of Evelyn Flower Morris Cope, Class of 1903, and Jacqueline Pascal Morris Evans, Class of 1908. The fund provides unrestricted scholarship support. (1958)

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The Ellen Winsor and Rebecca Winsor Evans Memorial Scholarship Fund was established by bequests by both Ellen Winsor and Rebecca Winsor Evans. The scholarship is to be awarded to a resident African American student. (1959)

The Marguerite N. Farley Scholarship Fund was established by a bequest of Marguerite N. Farley with preference to be given to foreign students. (1956)

The Helen Feldman Scholarship Fund was established by the Class of 1968 at their graduation and friends of Helen Feldman, Class of 1968. The income from this fund is to be used to support summer study in the Soviet Union. (1968)

The Donita Ferguson Scholarship Fund was established by a bequest from the estate of Donita Ferguson Borden, Class of 1932. The fund provides unrestricted scholarship support. (1987)

The Frances C. Ferris Scholarship Fund was established by a bequest from the estate of Frances C. Ferris. The income from this fund is to be used to assist Friends who would otherwise be unable to attend Bryn Mawr College. (1977)

The Anna Long Flanagan Scholarship Fund was established by a gift from Anna Long Flanagan, Class of 1906, on the occasion of the fifty-fifth reunion of the class. The income is to be used to provide scholarships for Protestant students. (1961)

The Reginald S. and Julia W. Fleet Foundation Scholarship Fund was established by gifts from the Reginald S. and Julia W. Fleet Foundation. (1974)

The Alice Downing Hart Floyd Scholarship Fund was established by a bequest from the estate of Olive Floyd, Class of 1922. The scholarship is awarded for four years to a student with high academic potential and achievement and a well-rounded personality, preferably from New England. (1986)

The Cora B. Fohs and F. Julius Fohs Perpetual Scholarship Fund was established by a gift from the Fohs Foundation. (1965)

The Folly Ranch Fund was established by an anonymous gift, the income from which is to be used for graduate and undergraduate scholarships in honor of Eleanor Donnelley Erdman, Class of 1921; Clarissa Donnelley Haffner, Class of 1921; Elizabeth P. Taylor, Class of 1921; and Jean T. Palmer, Class of 1924. (1974)

The William Franklin Scholarship Fund was established by a bequest from Susan B. Franklin, Class of 1889. The income from this fund is to be used for scholarships for deserving girls, preference being given whenever possible to girls from the Rogers High School, Newport, Rhode Island. (1957)

The Edgar M. Funkhouser Memorial Scholarship Fund was established from his estate by Anne Funkhouser Francis, Class of 1933. Awards may

Scholarship Funds and Prizes

vary in amount up to full tuition and be tenable for four years, preference being given first to residents of southwest Virginia; thereafter to students from District IV eligible for aid in any undergraduate year. (1964)

The Helen Hartman Gemmill Scholarship for students majoring in English has been funded by the Warwick Foundation since 1967. In addition, Helen Hartman Gemmill, Class of 1938, made a gift on the occasion of her fortieth reunion to establish an endowed fund for undergraduate scholarships. (1978)

The Hazel Goldmark Fund was established by the family of Hazel Seligman Goldmark, Class of 1930, with a gift from Hazel Goldmark's estate. Although she did not provide for the College in her will, Mrs. Goldmark told her daughters of her wish to give a gift to Bryn Mawr. Because she worked for many years in the New York Bryn Mawr Bookstore to raise money for scholarships, the College administration recommended that the gift be used for financial aid for students. (1991)

The Phyllis Goodhart Gordan Scholarship Fund was established by gifts from the Class of 1935, in honor of Phyllis Goodhart Gordan, Class of 1935. The fund is used to support scholarships with preference given to students in the languages. (1985)

The Habsburg, Feldman Scholarship Fund was established by Habsburg, Feldman Fine Art Auctioneers to support scholarship aid for students who demonstrate excellence in the study of history of art. (1990)

The Edith Rockwell Hall Scholarship Fund was established by a bequest from the estate of Florence R. Hall in memory of her sister Edith Rockwell Hall, Class of 1892. (1977)

The Anna Hallowell Memorial Scholarship was founded in memory of Anna Hallowell by her family. The income is awarded annually to the junior in need of aid who has the highest academic record. (1912)

The Alice Ferree Hayt Memorial Prize was established by a bequest from the estate of Effie Todd Hayt in memory of her daughter Alice Ferree Hayt. The income of the fund is to be awarded annually to one or more students of the College in need of financial assistance for their personal use. (1977)

The Nora M. and Patrick J. Healy Scholarship Fund was established when family and friends of Patrick Healy, father of Margaret (Ph.D. '69) and Nora (M.S.S. '73), made gifts to the Nora M. Healy Fund in his memory. The Nora M. Healy Fund was established in 1982 with memorial gifts received for Mrs. Healy, Patrick's wife. The purpose of the fund is financial aid for students with preference given to students from either of the graduate schools. (1989)

The William Randolph Hearst Scholarship for Minority Students was established by grants from The Hearst Foundation, Inc. to endow an undergraduate scholarship fund for minority students. (1992)

Bryn Mawr College

The Katharine Hepburn Scholarship, first given for the year 1969-70, is awarded annually in honor of Katharine Hepburn to a student interested in the study of drama and motion pictures and in the cultivation of English diction and literary appreciation. (1952)

The Katharine Houghton Hepburn Memorial Scholarship was given in memory of Katharine Houghton Hepburn, Class of 1900. The income on this fund is awarded for the junior or senior year to a student or students who have demonstrated both ability in her or their chosen field and independence of mind and spirit. (1958)

The Annemarie Bettman Holborn Fund was established by Hanna Holborn Gray, Class of 1950, and her husband, Charles Gray, in honor of Mrs. Gray's mother, Annemarie Bettman Holborn. The income from the fund is to be used for scholarship and fellowship aid to undergraduate or graduate students in the field of classics, including classical archaeology. (1991)

The George Bates Hopkins Memorial Scholarships were founded by a gift from Mrs. Elizabeth Hopkins Johnson in memory of her father. Preference is given to students of music and, in default of these, to students majoring in history and thereafter to students in other departments. (1921)

The Maria Hopper Scholarships, two in number, were founded by bequest under the will of Maria Hopper of Philadelphia and are awarded annually. The income from this fund is used for aid to sophomores. (1901)

The Leila Houghteling Memorial Scholarship Fund was founded in memory of Leila Houghteling, Class of 1911, by members of her family and a group of her contemporaries. It is awarded every three years on the nomination of the Alumnae Scholarship and Loan Fund Committee to a member of the freshman class and is held during the remaining three years of her college course. (1929)

The Shippen Huidekoper Scholarship Fund was established by an anonymous gift. The income is awarded annually on the nomination of the president. (1936)

The Evelyn Hunt Scholarships, two in number, were founded in memory of Evelyn Hunt by a bequest under the will of Evelyn Ramsey Hunt, Class of 1898. (1931)

The Lillia Babbitt Hyde Scholarship Fund was established by gifts from the Lillia Babbitt Hyde Foundation to establish the Lillia Babbitt Hyde Scholarship for award, in so far as possible, to students whose major subject will lead to a medical education or a scientific education in chemistry. (1963)

The Jane Lilley Ireson Scholarship was established by a bequest of Jennie E. Ireson, in honor of her mother, Jane Lilley Ireson. The income from this fund is awarded to worthy students who require financial assistance. (1959)

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The Alice Day Jackson Scholarship Fund was given by the late Percy Jackson in memory of his wife, Alice Day Jackson, Class of 1902. The income from this fund is awarded annually to an entering student. (1930)

The Elizabeth Bethune Higginson Jackson Scholarship Fund was established by gifts in memory of Elizabeth Bethune Higginson Jackson, Class of 1897, by members of her family and friends. The income from the fund is to be used for scholarships for undergraduate students as determined by the College Scholarship Committee. (1974)

The E. Wheeler and Florence Jenkins Scholarship Fund was established by a bequest of Dorothy DeG. Jenkins, Class of 1920. The fund is used to establish scholarships in memory of her parents, with preference given to students in the Departments of Mathematics or Physics. (1981)

The Henrietta C. Jennings Scholarship Fund was established with remainder interest of a Living Income Agreement provided by Henrietta C. Jennings. (1984)

The Pauline Jones Scholarship Fund was established by friends, students, and colleagues in honor of Pauline Jones, Class of 1935, upon the occasion of her retirement after five decades of service to the College. The fund provides financial aid to either undergraduate French majors or graduate students in French. (1985)

The Kate Kaiser Scholarship Fund was established by Ruth Kaiser Nelson, Class of 1958, in honor of her mother, Kate Kaiser. The fund provides scholarship support, with preference given to non-traditional age students. (1991)

The Sue Mead Kaiser Scholarship Fund was established by the alumnae of the Bryn Mawr Club of Northern California and other individuals in memory of Sue Mead Kaiser, Class of 1931. (1974)

The Kathryn M. Kalbfleisch and George C. Kalbfleisch Scholarship Fund was established under the will of Kathryn M. Kalbfleisch, Class of 1924. (1972)

The Alice Lovell Kellogg Fund was founded by a bequest by Alice Lovell Kellogg, Class of 1903, to provide scholarships for deserving students. (1965)

The Minnie Murdoch Kendrick Memorial Scholarship, tenable for four years, was founded by bequest of George W. Kendrick, Jr., in memory of his wife. It is awarded every four years to a candidate nominated by the Alumnae Association of the Philadelphia High School for Girls. (1916)

The Misses Kirk Scholarship Fund was founded in honor of the Misses Kirk by the Alumnae Association of the Kirk School in Bryn Mawr. (1929)

The Catharine J. Korman Scholarship Fund was established by a bequest from the estate of Catharine J. Korman, Class of 1917, to provide unrestricted scholarship support. (1986)

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The Ida E. Richardson, Alice H. Richardson, and Edward P. Langley Scholarship Fund was established by bequest under the will of Edward P. Langley. (1969)

The Minor W. Latham Scholarship Fund was established by a bequest from the estate of John C. Latham in memory of his sister, Minor W. Latham, a graduate student at Bryn Mawr in 1904. The scholarships provide tuition, living expenses, and extras for one or more financially needy students from the South who will major in or are majoring in English literature. (1984)

The Marguerite Lehr Scholarship Fund was established through gifts made by former students and friends of Marguerite Lehr, Ph.D. 1925, and member of the Bryn Mawr faculty from 1924 to 1967. The income from this fund supports needy undergraduate students who have demonstrated excellence in the field of mathematics. (1988)

The Clara Bertram Little Memorial Scholarship was founded by Eleanor Little Aldrich, Class of 1905, in memory of her mother. The income is awarded to an entering student from New England on the basis of merit and financial need. (1947)

The Mary Anna Longstreth Memorial Scholarship was given in memory of Mary Anna Longstreth by alumnae and children of alumnae of the Mary Anna Longstreth School and by a few of her friends. (1912)

The Lorenz-Showers Scholarship Fund was established by Justina Lorenz Showers, Class of 1907, in honor of her parents, Edmund S. Lorenz and Florence K. Lorenz, and of her husband, John Balmer Showers. (1943)

The Alice Low Lowry Memorial Scholarship Fund was established by gifts in memory of Alice Low Lowry, Class of 1938, by members of her family and friends. The income is to be used for scholarships for undergraduate and graduate students. (1968)

The Lucas Scholarship Fund was established by Diana Daniel Lucas, Class of 1944, in memory of her parents, Eugene Willett van Court Lucas, Jr., and Diana Elmendorf Richards Lucas; her brother, Peter Randell Lucas; and her uncle, John Daniel Lucas. The fund provides unrestricted scholarship support. (1985)

The Katharine Mali Scholarship Fund was established by a bequest of Katharine Mali, Class of 1923, for undergraduate scholarships. (1980)

The Helen Taft Manning Scholarship Fund was established by Julia Bolton Fleet, Class of 1943, through a gift from the Reginald and Julia B. Fleet Foundation, in memory of Helen Taft Manning, Class of 1915. The income from this fund provides unrestricted undergraduate scholarship support. (1987)

The Dorothy Nepper Marshall Scholarship Fund was established by a bequest from the estate of Dorothy Nepper Marshall, Ph.D. 1944, to provide unrestricted scholarship support. (1986)

Scholarship Funds and Prizes

The Katharine E. McBride Undergraduate Scholarship Fund was established by a gift made by Gwen Davis, Class of 1954. It has been added to by others in honor of Miss McBride. (1970)

The Gertrude Howard Honor McCormick Scholarship Fund was established by gift of the late Gertrude Howard Honor McCormick. The scholarship is awarded to a student of excellent standing, preferably for her freshman year. If she maintains excellent work in college, she may continue to receive scholarship aid through her sophomore, junior, and senior years. (1950)

The Anne Cutting Jones and Edith Melcher Scholarship Fund was established by a bequest of Anne Cutting Jones and Edith Melcher for a student in the Department of French. (1971)

The Midwest Scholarship Endowment Fund was established by alumnae from District VII in order "to enlarge the benefits which can be provided for able students from the Midwest." (1974)

The Beatrice Miller Memorial Scholarship Fund was established by a bequest of Beatrice Miller Ullrich, Class of 1913. (1969)

The Elinor Dodge Miller Scholarship Fund was established by the Miller and Chevalier Charitable Foundation in memory of Elinor Dodge Miller, Class of 1902. The fund provides scholarship support to students of good moral character and honorable conduct whose past scholarship records are meritorious. (1959)

The Karen Lee Mitchell '86 Scholarship Fund was established in memory of Karen Lee Mitchell, Class of 1986, by her parents. The fund provides scholarship support for students of English literature with a special interest in women's studies, a field of particular concern to their daughter, Karen. (1992)

The Jesse S. Moore Foundation Fund was established by Caroline Moore, Class of 1956, for post-college women with financial need who have matriculated at Bryn Mawr from the Katharine E. McBride Scholars Program. (1982)

The Constance Lewis and Martha Rockwell Moorhouse 1904 Memorial Scholarship Fund was established by the Class of 1904 in memory of their classmates Constance Lewis and Martha Rockwell Moorhouse. (1920)

The Margaret B. Morison Scholarship Fund was established by a bequest of Margaret B. Morison, Class of 1907. The fund gives preference to graduates of the Bryn Mawr School in Baltimore, Maryland. (1981)

The Mary McLean and Ellen A. Murter Memorial Fund was founded in memory of her two aunts by bequest of Mary E. Stevens of Germantown, Philadelphia. The income is used for an annual scholarship. (1933)

The Frank L. Neall and Mina W. Neall Scholarship Fund was established by a legacy from the estate of Adelaide W. Neall, Class of 1906, in memory of her parents. (1957)

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The New Hampshire Scholarship Fund was established by the Spaulding-Potter Charitable Trust. A matching fund was raised by contributions from New Hampshire alumnae. Income from the two funds is awarded each year to an undergraduate from New Hampshire. (1964)

The Alice F. Newkirk Scholarship Fund was founded by bequest of Alice F. Newkirk, graduate student in 1910-12 and 1919-20. (1965)

The Patricia McKnew Nielsen Scholarship Fund was established by Patricia McKnew Nielsen, Class of 1943. The fund gives unrestricted scholarships to undergraduate students. (1985)

The Bertha Norris Bowen and Mary Rachel Norris Memorial Scholarship Fund was established by bequest under the will of Mary Rachel Norris, Class of 1905, B.A. 1906, M.S. 1911, in memory of Bertha Norris Bowen, who was for many years a teacher in Philadelphia. (1971)

The Mary Frances Nunns Scholarship Fund was established by a bequest under the will of Mary Frances Nunns. (1960)

The Pacific Northwest Scholarship Fund was established by a gift from Natalie Bell Brown, Class of 1943. Preference is given to students from the Pacific Northwest. (1976)

The Florence Morse Palmer Scholarship was founded in memory of Florence Morse Palmer by her daughter, Jean T. Palmer, Class of 1924. (1954)

The Margaret Tyler Paul Scholarship was established by the fortieth reunion gift from the Class of 1922. (1963)

The Fanny R. S. Peabody Scholarship Fund was established by bequest of Fanny R. S. Peabody. The income from the Peabody Fund is awarded to students from the western states. (1942)

The Delia Avery Perkins Scholarship was established by bequest from Delia Avery Perkins, Class of 1900. Mrs. Perkins was chairman of the New Jersey Scholarship Committee for a number of years. The income on this fund is to be awarded to freshman students from Northern New Jersey. (1965)

The Mary DeWitt Pettit Scholarship Fund was established by a gift from the Class of 1928 to honor their classmate and is used for student scholarship aid. (1978)

The Ethel C. Pfaff Scholarship Fund was established by a bequest from Ethel C. Pfaff, Class of 1904. The income from this fund is to be awarded to entering freshmen. (1967)

The Louise Hyman Pollak Scholarship was founded by the Board of Trustees from a bequest by Louise Hyman Pollak, Class of 1908. The income from this fund, which has been supplemented by gifts from the late Julian A. Pollak and his son, David Pollak, is awarded annually to an entering student from one of the central states, east of the Mississippi River. Preference is given to residents of Cincinnati. (1932)

Scholarship Funds and Prizes

The Porter Scholarship Fund was established by Carol Porter Carter, Class of 1960, and her mother, Mrs. Paul W. Porter. The fund supports a returning student by providing funds for books or living expenses. (1985)

The Anna M. Powers Memorial Scholarship was founded in memory of Anna M. Powers by a gift from her daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Anna and Ethel Powers Memorial Scholarship was established by a gift in memory of Anna Powers, Class of 1890, by her sister, Mrs. Charles Merrill Hough. The fund has been re-established in memory of both Anna Powers and her sister, Mrs. Hough (Ethel Powers), by Nancy Hough Smith, Class of 1925. (1919)

The Thomas H. Powers Memorial Scholarship was founded in memory of Thomas H. Powers by bequest under the will of his daughter, Mrs. J. Campbell Harris. It is awarded annually to a senior. (1902)

The Patricia A. Quinn Scholarship Fund was established by Joseph J. Connolly in honor of his wife, Patricia Quinn Connolly, Class of 1991. The fund provides financial aid to an undergraduate student who has graduated from a high school of the Catholic Archdiocese of Philadelphia. The Quinn Scholarship can also be awarded to a student with financial need in the Katharine E. McBride Scholars Program, or to another nontraditional-age student at the College, if in a given year no students meet the above criteria. (1991)

The Caroline Remak Ramsay Scholarship Fund was established with a gift from Caroline Remak Ramsay, Class of 1925, to provide scholarship support for undergraduate students in the social sciences. (1992)

The James E. Rhoads Memorial Scholarships were founded in memory of the first president of the College, Dr. James E. Rhoads, by the Alumnae Association of Bryn Mawr College. The income is awarded annually to two students. The James E. Rhoads Memorial Junior Scholarship is awarded to a student who has attended Bryn Mawr for at least three semesters, has done excellent work, and expresses her intention of fulfilling the requirements for the degree of Bachelor of Arts at the College. The James E. Rhoads Memorial Sophomore Scholarship is awarded to a student who has attended Bryn Mawr College for at least one semester and who also meets the above conditions. (1898)

The Amelia Richards Scholarship was founded in memory of Amelia Richards, Class of 1918, by bequest of her mother, Mrs. Lucy P. Wilson. It is awarded annually by the trustees on the nomination of the president. (1921)

The Maximilian and Reba E. Richter Scholarship Fund was established by bequest of Max Richter, father of Helen Richter Elser, Class of 1913. The income from this fund is to be used to provide assistance for one or more students in the obtaining of either an academic or professional degree. The fund shall be administered on a non-sectarian basis to such applicants as are deemed worthy by habits of character and scholarship. No promises of repayment shall be exacted, but it is hoped that students

so benefited will desire when possible to contribute to the fund in order that similar aid may be extended to others. Such students shall be selected from among the graduates of public high schools or public colleges in the City of New York. (1961)

The Nancy Perry Robinson Memorial Scholarship Fund was established by a gift from Mrs. Huston B. Almond, of Philadelphia, in memory of her godchild, Nancy Perry Robinson, Class of 1945. The income of the fund is to be awarded annually to an undergraduate student, with preference being given to a student majoring in French. (1973)

The Marie L. Rose Huguenot Scholarship. \$1,000 a year is available to students of Huguenot ancestry nominated by the College for award by The Huguenot Society of America. Special application forms are available from the College's Office of Financial Aid.

The Edith Rondinella Rudolphy Memorial Scholarship Fund was established by a bequest of Elisabeth L. Rondinella in memory of her daughter Edith Rondinella Rudolphy, Class of 1919. The income from the fund is to be used for the lodging, board, and tuition of deserving students. (1992)

The Ruth L. Sampter Fund was established by the bequest of Ruth L. Sampter to support deserving students in the Department of English, especially those with an interest in poetry. (1989)

The Serena Hand Savage Memorial Scholarship was established in memory of Serena Hand Savage, Class of 1922, by her friends. It is awarded to a member of the junior class who shows great distinction of scholarship and character. This scholarship may be renewed in the senior year. (1951)

The J. Henry Scattergood Scholarship Fund was established by a gift from the Friends' Freedmen's Association to be used for undergraduate scholarships for African American students. (1975)

The Constance Schaar Scholarship Fund was established by the parents and friends of Constance Schaar, Class of 1963. The Class of 1963 added their first reunion gift to this fund. (1964)

The Scholarship Endowment Fund was established by a gift from Constance E. Flint. (1970)

The Zella Boynton Selden Scholarship Fund was established in memory of Zella B. Selden, Class of 1920, in recognition of her many years of devoted work with the New York and Southern Connecticut Regional Scholarship Committee. (1976)

The Judith Harris Selig Scholarship Fund was established in memory of Judith Harris Selig, Class of 1957, by members of her family, classmates, and friends. In 1970 the fund was increased by a further gift from her parents, Dr. and Mrs. Herman S. Harris. (1968)

The Mary Williams Sherman Memorial Scholarship Fund was established by bequest of Bertha Williams of Princeton, New Jersey. (1942)

Scholarship Funds and Prizes

The Frances Marion Simpson Scholarships, carrying up to full tuition and tenable for four years, were founded in memory of Frances Simpson Pfahler, Class of 1906, by Justice Alexander Simpson, Jr. One scholarship is awarded each year to a member of the entering freshman class. In awarding these scholarships preference is given first to residents of Philadelphia and Montgomery Counties, who have been prepared in the public schools of these counties; thereafter, under the same conditions, to residents to other counties of Pennsylvania and, in special cases, to candidates from other localities. Holders of these scholarships are expected to repay the sums advanced to them. (1912)

The Lillian Seidler Slaff Scholarship Fund was established in memory of Lillian Seidler Slaff, Class of 1940, to provide an award to a member of the junior class for outstanding work in the social sciences. (1980)

The Gertrude Slaughter Scholarship Fund was established by bequest of Gertrude Taylor Slaughter, Class of 1893. The income on this fund is preferably to be awarded to students of Greek or Latin. (1964)

The Anna Margaret Sloan and Mary Sloan Scholarships were founded by bequest of Mary Sloan of Pittsburgh. The income is awarded annually to students majoring in philosophy or psychology. (1942)

The Cordelia Clark Sowden Scholarship Fund was established by a bequest from Helen C. Sowden. (1957)

The C. V. Starr Scholarship Fund was established by a grant from the Starr Foundation to provide scholarship support with preference to undergraduate students. (1988)

The Marian Frances Statler Fund was established by bequest of Ellsworth Morgan Statler in honor of his sister Marian Frances Statler, Class of 1902. The income from this fund supports undergraduate scholarships. (1988)

The Amy Sussman Steinhart Scholarship, carrying full tuition, was founded in memory of Amy Sussman Steinhart, Class of 1902, by her family and friends. The income is awarded annually to an entering student from one of the states on the west coast. (1932)

The Mary E. Stevens Scholarship Fund was given in memory of Mary E. Stevens by former pupils of the Stevens School in Germantown. The scholarship is awarded annually to a junior. (1897)

The Anna Lord Strauss Scholarship and Fellowship Fund was established by a gift from Anna Lord Strauss to support graduate and undergraduate students who are interested in fields leading to public service or which involve education in the process of government. (1976)

The Summerfield Foundation Scholarship was established by a gift from the Solon E. Summerfield Foundation. The income from this fund is to be used to assist able students who need financial help to continue their studies. (1958)

The Mary Hamilton Swindler Scholarship for the study of archaeology was established in honor of Mary Hamilton Swindler, Professor of

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Classical Archaeology from 1931 to 1949, by a group of friends and former students. (1950)

The Elizabeth P. Taylor Scholarship Fund was established by a bequest from Elizabeth P. Taylor, Class of 1921. (1960)

The Marion B. Tinaglia Scholarship Fund was established by a gift from John J. Tinaglia in memory of his wife, Edith Marion Brunt Tinaglia, Class of 1945. (1983)

The Ethel Vick Wallace Townsend Memorial Fund was established by Elbert S. Townsend in memory of his wife, Ethel Vick Wallace Townsend, Class of 1908. The income from this fund, held by the Buffalo Foundation, is to be used for undergraduate scholarships. (1967)

The Kate Wendell Townsend Memorial Scholarship was established by a bequest from Katharine W. Sisson, Class of 1920, in memory of her mother. The income is to be awarded annually to an undergraduate, preferably from New England, who has made a definite contribution to the life of the College in some way besides scholastic attainment. (1978)

The Florence Green Turner Scholarship Fund was established by Florence Green Turner, Class of 1926, for scholarship support for needy students. (1991)

The Anne Hawks Vaux Scholarship Fund was founded in her memory by her husband, George Vaux, and added to by some of her friends. The income is to be awarded annually to a student in need of financial aid. (1979)

The Elizabeth Gray Vining Scholarship Fund was established by gifts from over 100 alumnae and friends of the College in Japan, in honor of Elizabeth Vining, Class of 1923, former tutor to the Crown Prince. The purpose of this fund is to support Bryn Mawr alumnae, graduate students, or faculty members who desire to do academic research in Japan or to have direct contact with Japanese culture. (1973)

The Mildred and Carl Otto von Kienbusch Fund was established by bequest of C. Otto von Kienbusch. (1976)

The Mildred Clarke Pressinger von Kienbusch Fund was established by C. Otto von Kienbusch in memory of his wife, Mildred Clarke Pressinger von Kienbusch, Class of 1909. (1968)

The Mary E.G. Waddell Scholarship Fund was established by a bequest from the estate of Mary E.G. Waddell. The income from this fund is to be used for scholarships for undergraduates and graduate students interested in the study of mathematics who are daughters of American citizens of Canadian descent. (1972)

The Julia Ward Scholarship Fund was established by a gift for a scholarship in memory of Julia Ward, Class of 1923, by one of her friends and by additional gifts from others. The income is to be used for undergraduate scholarships. (1963)

Scholarship Funds and Prizes

The Eliza Jane Watson Scholarship Fund was established by gifts from the John Jay and Eliza Jane Watson Foundation. The income from this fund is to be used to assist one or more students to meet the cost of tuition. (1964)

The Elizabeth Wilson White Memorial Scholarship was founded in memory of Elizabeth Wilson White by a gift by Thomas Raeburn White. It is awarded annually by the president. (1923)

The Susan Opstad White '58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White, Class of 1958. The scholarship is awarded annually to a deserving student in need of financial help. (1987)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and president of the trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Ruth Whittredge '25 Scholarship Fund was established by Ruth Whittredge, Class of 1925, to provide financial aid to students, with preference given to graduate students. (1986)

The Mary R. G. Williams Scholarship Fund was established by a bequest of Mary R. G. Williams. The income is used for emergency grants to women who are paying their way through college. (1958)

The Mary Peabody Williamson Scholarship was founded by bequest of Mary Peabody Williamson, Class of 1903. (1939)

The Rebecca Winsor Evans and Ellen Winsor Memorial Scholarship Funds were established by a bequest of Rebecca Winsor Evans and Ellen Winsor for resident African American students. (1959)

The Marion H. Curtin Winsor Memorial Scholarship was established by a bequest of Mary Winsor in memory of her mother. The income on this fund is to be awarded to a resident African American student. (1959)

The Mary Winsor Scholarship in Archaeology was established by a bequest under the will of Mary Winsor. (1959)

The Allegra Woodworth '25 Scholarship Fund was established by Mary Katharine Woodworth, Class of 1924, in memory of her sister. A bequest from Mary Woodworth increased the size of the fund and expanded its purpose in 1989. The scholarship is to be awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1990)

The Mary K. Woodworth '24 and Allegra Woodworth '25 Scholarship Fund was established by a bequest of Mary Katharine Woodworth, Class of 1924. The scholarship is awarded annually to a student with a compelling interest in history and world affairs, history of art, or English literature. (1989)

The Gertrude Miller Wright Scholarships were established under the will of Dorothy M. Wright, Class of 1931, for needy students of Bryn Mawr College. (1972)

The Lila M. Wright Memorial Scholarship was founded in her memory by gifts from the alumnae of Miss Wright's School of Bryn Mawr. (1934)

The Margaret W. Wright and S. Eric Wright Scholarship Fund was established by a bequest from the estate of Margaret White Wright, Class of 1943. The fund provides financial aid to needy students of Quaker lineage. (1985)

The Georgie W. Yeatman Scholarship was founded by bequest under the will of Georgie W. Yeatman of Philadelphia. (1941)

SCHOLARSHIPS FOR INTERNATIONAL STUDENTS

The Frances Porcher Bowles Memorial Scholarship Fund was established by donations from various contributors in memory of Frances Porcher Bowles, Class of 1936. The income is used for scholarship aid to foreign students. (1985)

The Bryn Mawr/Africa Exchange Fund is an anonymous donation given to support scholarship aid to African students in the undergraduate College or graduate school of Bryn Mawr, for study and research in Africa by Bryn Mawr faculty and students, for lectures or lectureships at Bryn Mawr by visiting African scholars, statesmen, and artists, and for library and teaching materials for African studies at Bryn Mawr. (1973)

The Bryn Mawr Canadian Scholarship is raised and awarded each year by Bryn Mawr alumnae living in Canada. The scholarship, varying in amount, is awarded to a Canadian student entering either the undergraduate College or graduate school. (1965)

The Chinese Scholarship comes in part from the annual income of a fund established by a group of alumnae and friends of the College in order to meet all or part of the expenses of a Chinese student during her four undergraduate years at Bryn Mawr College. (1978)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope, Class of 1949, with a gift made through the Chope Foundation. The purpose of the fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Scholarship Fund was established by the Cleveland H. Dodge Foundation for support of international students. (1984)

The Barbara Cooley McNamee Dudley Scholarship Fund was established by a gift from Robin Krivanek, sister of Barbara Cooley McNamee Dudley, Class of 1942, for financial aid to undergraduate and graduate students from foreign countries. (1983)

Prizes and Academic Awards

The Marguerite N. Farley Scholarships for foreign students were established by bequest of Marguerite N. Farley. The income from the fund is used for scholarships for foreign graduate and undergraduate students covering part or all of their expenses for tuition and residence. (1956)

The Susan Grimes Walker Fitzgerald Fund was established by a gift from Susan Fitzgerald, Class of 1929, in honor of her mother Susan Grimes Walker Fitzgerald, Class of 1893. It is to be used for foreign graduate and undergraduate students studying at Bryn Mawr or for Bryn Mawr students doing research abroad in the summer or during the academic year. (1975)

The Margaret Y. Kent Scholarship Fund was established by bequest of Margaret Y. Kent, Class of 1908. It is to be used to provide scholarship assistance to foreign students. (1976)

The Lora Tong Lee Memorial Scholarship is awarded annually by the Lee Foundation, Singapore, to a Chinese student for tuition, room, and board, in memory of Lora Tong Lee, M.A. 1944. (1975)

The Middle East Scholarship Fund was established by a gift from Eliza Cope Harrison, Class of 1958. The purpose of the fund is to enable the College "to make scholarship awards to able students from a number of Middle Eastern Countries." (1975)

The Mrs. Wistar Morris Japanese Scholarship was established when the Japanese Scholarship Committee of Philadelphia, founded in 1893, turned over its assets to Bryn Mawr College. The income from this fund is to be used for scholarships for Japanese women. (1978)

The Special Trustee's Scholarship is awarded every four years to a foreign student. It carries free tuition and is tenable for four years. The scholarship for students from foreign countries was first offered by the trustees in 1940.

The Harris and Clare Wofford International Fund is an endowed fund, the income only to be used to support the College's international activities with emphasis on providing scholarships for international students at Bryn Mawr. (1978)

PRIZES AND ACADEMIC AWARDS

The following awards, fellowships, scholarships, and prizes are in the award of the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize of \$100, awarded in memory of Marie Bullock, the Academy's founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. The award was first made in 1957.

The Seymour Adelman Book Collector's Award is given each year to a student for a prize-winning collection on any subject, single author, or group of authors, and may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose, Class of 1952, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community—undergraduate or graduate student, staff or faculty member—is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry, or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The income from the fund is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The General Electric Foundation Katherine Blodgett Fellowship was established in memory of Katherine Blodgett, Class of 1917, one of the first women industrial scientists, who was associated with General Electric for many years. It provides full support to a graduating senior for the first year of graduate work directed towards a Ph.D. in physics, chemistry, engineering, or computer science at another institution in the United States. (1980)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study at a foreign university.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The income from this fund is used to send, for at least six months, a graduate to a university or college in Commonwealth Africa or a former British colony in Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. (1965)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner, Class of 1942, by gifts from her family, classmates, and friends. The award is made biannually to a junior or senior on the recommendation of a committee composed of the chairmen of the Departments of English and of Classical and Modern Foreign Languages. (1950)

Prizes and Academic Awards

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. The fund was increased by a bequest of one of her former students. It is awarded by a special committee to a student who shows evidence of creative ability in the fields of informal essay, short story, and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a student doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the Society. (1903)

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

The Dorothy Irwin Headley Award is given for excellence in art history and is awarded annually to the student who writes the best comprehensive examination in art history. (1979)

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

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup, Class of 1956, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project, or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students, and colleagues of Pauline Jones, Class of 1935. The prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Ann Lerah Keys, Class of 1979. The prize is awarded to an undergraduate majoring in classical and Near Eastern archaeology. (1984)

The Sheelah Kilroy Memorial Scholarships in English were founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. These prizes are awarded annually on the recommendation of the Department of English as follows: to a student for excellence of work in second-year

or advanced courses in English, and to the student in the first-year course in English Composition who writes the best essay during the year. (1919)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning, in the year of her retirement, by her class (1915). The income is to be awarded as the Department of History may determine. (1957)

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel, Class of 1985. The fund supports the research or travel of students undertaking imaginative projects in the following areas: children's educational television; children's educational film and video; and photography. (1986)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka, Class of 1964, by gifts from her family and friends. The prize of \$100 is awarded annually to a member of the freshman or sophomore class and writer of the best piece of imaginative writing in prose. The award is made by a committee of the Department of English, who consults the terms stated in the deed of gift. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate Jeanne Quistgaard. The income from this fund may be awarded every two years to a student in economics. (1938)

The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin, Class of 1947. The fund provides summer support for students undertaking internships in non-profit or research settings appropriate to their career goals, or study abroad. (1989)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, professor of mathematics and a member of the faculty of Bryn Mawr College from 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarships were founded by two bequests under the will of Elizabeth S. Shippen of Philadelphia. Three prizes are awarded annually, one to the member of the senior class who receives the Bryn Mawr European Fellowship and two to members of the junior class, as follows: 1. The Shippen Scholarship in Science to a student whose major subject is biology, chemistry, geology, or physics; 2. The Shippen Scholarship in Foreign Languages to a student whose major subject is French, German, Greek, Italian, Latin, Russian, or Spanish. To be eligible for either of these two scholarships a student must have completed at least one semester of the second-year course in her major subject. Neither may be held by the winner of the Charles S. Hinchman Memorial Scholarship. Work in elementary courses will not be considered in awarding the scholarship in foreign languages; 3. The Shippen Scholarship for Foreign Study. See the *Bryn Mawr European Fellowship* above. (1915)

Prizes and Academic Awards

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year's study in the United States or abroad. (1964)

The Lillie Seip Snyder Prize Fund was established by Frances L. Snyder and Nellie Fink, daughters of Lillie Seip Snyder. The prize is awarded annually to a graduate or undergraduate major in musicology. (1976)

The Ariadne Solter Fund was established in memory of Ariadne Solter, Class of 1991, by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country. (1989)

The Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains, in memory of her parents Arthur and Katheryn Stains, and in honor of two excellent twentieth-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income from the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1960)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh, Class of 1920. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson, Class of 1904. From the income of the bequest a prize is to be awarded from time to time to a student in geology. (1963)

The Hope Wearn Troxell Memorial Prize is awarded annually by the alumnae of Southern California to a student from Alumnae District IX, with first consideration to a student from Southern California. The prize is awarded in recognition of the student's responsible contribution to the life of the College community. (1973)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter Laura van Straaten, Class of 1990, in honor of Laura's graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights, or reproductive rights. (1990)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman, Class of 1948, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker, Class of 1910. It may be given annually to a member of the senior class who, in the judgment of the faculty, has displayed the greatest proficiency in the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, professor emeritus of mathematics and a member of the faculty of Bryn Mawr College from 1918 until her death in 1966. (1960)

SCHOLARSHIPS FOR MEDICAL STUDY

The following scholarships may be awarded to seniors intending to study medicine, after their acceptance by a medical school, or to graduates of Bryn Mawr intending or continuing to pursue a medical education. Applications for the scholarship should be made to the premedical adviser before March 15 preceding the academic year in which the scholarship is to be held. Applications for renewal of scholarships must be accompanied by letters of recommendation from instructors in the medical school.

The Linda B. Lange Fund was founded by bequest of \$30,000 under the will of Linda B. Lange, Class of 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded on recommendation of the president and faculty to a member of the graduating class or a graduate of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health. The award may be continued until the degrees are obtained. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother by a gift of \$10,000. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Jane V. Myers Medical Scholarship Fund of \$10,000 was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee of the faculty to a student who has been accepted by a medical school. It may be renewed for each year of medical study. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest of \$21,033 under the will of Paul J. Sartain. The income from this fund is to establish a scholarship which is awarded to a member of the graduating class who, in the judgment of the faculty, needs and is deserving of assistance for the study of medicine. This scholarship may be continued for the duration of her medical course. (1948)

LOAN FUNDS

Bryn Mawr College administers two kinds of loan programs. The first consists of five funds established through the generosity of alumnae and friends of the College. Applications for loans must be accompanied by the Financial Aid Form prepared by the College Scholarship Service of the College Entrance Examination Board.

The Students' Loan Fund of the Alumnae Association of Bryn Mawr College was founded by the Class of 1890 to provide emergency funds for undergraduate and graduate students. No more than \$1,000 may be borrowed by a student in any one year; the total for four years must not exceed \$3,000. Students who wish loans may obtain the application from the Alumnae Association or the Financial Aid Office. All students are eligible for loans from this fund, whether or not they are already receiving financial aid from the College. However, the application must be approved by the director of financial aid, a dean or faculty adviser, and the executive director of the Alumnae Association. A letter of recommendation from the dean or the faculty adviser should be submitted with the application. Money is not usually lent to freshmen or to students in their first semester of graduate work.

While the student is in college, no interest is charged, and she may reduce the principal of the loan if she so desires. After the student leaves Bryn Mawr the interest rate is pegged to the prime rate. The entire principal must be repaid within five years of the time the student leaves the College at the rate of twenty percent each year. Principal payments can be deferred if the student enrolls in graduate or professional school, although interest payments must be made.

The Gerald and Mary Hill Swope Loan Fund was established in 1945 under the following conditions:

a. Non-scholarship students and graduate students are also eligible to apply for loans from this fund.

b. Interest begins to accrue as of the date of graduation and the rate is set by the College. The entire principal must be repaid within five years of the time the student leaves college at a rate of twenty percent each year.

c. Loans are awarded by the Scholarship Committees of the Undergraduate College, the Graduate School of Arts and Sciences, and the Graduate School of Social Work and Social Research.

The Clareth Fund was established in 1971 by a bequest to the College from the estate of Ethel S. Weil. The income only is to be used for students "specializing in economics or business."

The Alfred and Mary Douty Loan Fund, an expendable loan fund for student loans, was established in 1976 by an initial donation of \$5,000 from the trustees of the Alfred and Mary Douty Foundation. The fund was augmented by a pledge of \$22,500 from the foundation, paid through the years 1977 to 1983. Loans from this fund may be made to graduate or undergraduate students. Repayment of the principal of the loan begins nine months after graduation, withdrawal, or cessation of at least half-time study. The entire principal must be repaid within five years from the date the first payment becomes due at the rate of twenty percent each year plus interest of seven percent per annum on the unpaid balance.

Federal Loan Funds (Detailed information is available in the Financial Aid Office.)

The Perkins Loan Program is a loan administered by the College from allocated federal funds. Eligibility for a Perkins Loan is determined through analysis of the Financial Aid Form. The five-percent interest

rate and repayment of the loan begin six months after the student has completed her education.

Students who, upon graduation, teach on a full-time basis in public or private non-profit elementary or secondary schools in an economically depressed area as established by the Secretary of Education, or who work with handicapped children, are allowed cancellation of their debts at the rate of fifteen percent per year for the first and second years, twenty percent per year for the third and fourth years, and thirty percent for the fifth year, or total cancellation over five years.

The Stafford Student Loan Program is a government subsidized program which was instituted to enable students to meet educational expenses. Application is made through students' home banks. An undergraduate student may borrow up to \$4,000 per year depending upon her year in college and her financial eligibility. Repayment begins six months after the student is no longer enrolled at least half-time at an accredited institution. The interest is currently eight percent. The government will pay this interest until the repayment period begins, if the student meets financial eligibility requirements.

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