Course Descriptions
Unless otherwise stated, all courses earn 4 credits.

Accounting

AC 205
Accounting I
Beginning with the analysis of business transactions, through the recording process of the accounting cycle, to the final preparation of financial statements, a foundation is built for understanding and using accounting. Both manual and computer-based accounting applications are used in the analysis of the proper control and treatment of cash, receivables, payables, inventories, plant, and equipment. Fall. Group: II.

AC 206
Accounting II
A continuation of Accounting I, this course focuses on generally accepted accounting principles. Students are exposed to current professional software as it is used in the decision-making process. Accounting for partnerships and corporations, financial statement analysis, and the Statement of Cash Flows are examined. Spring. Prerequisite: AC 205. Group: II.

AC 305
Intermediate Accounting I
Provides an in-depth study of the principles introduced in prior courses. The nature of interest and the concept of the time value of money are studied to understand the application of present value for cost allocation purposes throughout the accounting process. The accounting cycle is reexamined with emphasis on cash, receivables, investments, inventories, intangibles, and long-term assets. Fall 2009 and alternate years. Prerequisite: AC 206 or permission. Group: II.

AC 306
Intermediate Accounting II
Problems arising from the corporate structure, including stockholders’ equity, retained earnings, and earnings per share are examined. Additional topics covered are: long-term liabilities, bonds, pensions, leases, installment contracts, financial statement analysis, and the preparation of the Statement of Cash Flows. Spring 2011. Prerequisite: AC 206. Group: II.

AC 308
Cost Accounting
Basic cost accounting methods used to collect, assign, control, and evaluate costs are studied. The application of material, labor, and overhead costs are examined under a job order and process cost-operation. The techniques of standard costing, as well as modern cost accounting systems, including activity-based costing, are introduced. Spring 2012. Prerequisite: AC 205. Group: II.

AC 310
Accounting for Nonprofit Organizations
The unique accounting treatments developed for government agencies, universities, hospitals, and other nonprofit organizations are examined. Ethical issues for management accountants and financial executives are addressed. Spring 2012. Prerequisite: AC 205. Group: II.

AC 315
Principles of Taxation
This course provides an introduction to basic federal tax law and its impact upon individuals. Emphasis is on the proper determination of gross income, exclusions, deductions, adjusted gross income, exemptions, credits, taxable income and calculations of taxes due. An overview of federal taxation of corporations is presented. Fall 2010 and alternate years. Prerequisite: AC 205 or permission. Group: II.
AC 325
Managerial Accounting
The purpose of this course is to examine the crucial role accounting data play in enhancing the overall ability of managers in planning, controlling, and decision making. Contemporary performance measurements are studied, and a cross-functional approach in designing cost management systems is stressed. Spring 2010. 
Prerequisite: AC 205. Group: II.

AC 326
Budgeting and Control: Managing for the Future
The context of this course consists of how to prepare budgets in a complex business environment. In the context of Total Quality Management, it deals with “common-sense” techniques, as affected by both practical and political (internal or external) constraints. The focus deals with estimating concepts as they relate to various subjects such as cash, capital expenditures, manufacturing, and non-manufacturing organizations. The course also deals with zero-based budgeting concepts with respect to critical accounts, as well as the indexation of less than critical accounts. Spring 2011. 
Prerequisite: AC 308 or AC 325. Group: II.

Courses offered selectively:
AC 225 Computerized Accounting with Quickbooks (2 credits)
AC 226 Computerized Accounting with Peachtree (2 credits)
AC 330 Auditing

Anthropology

AN 101
Cultural Anthropology
This course introduces the student to the study of culture—our learned, shared ideas about behavior—through topics such as: the variable roles of men and women; beliefs about magic, science, and religion; human relationships with the environment; and the words and objects people create and use to express their identities. Students explore and better appreciate the diversity of past and present human experience. Spring 2011 and alternate years. Group: II.

AN/IDS 120
Communicating Identities in the Global Culture
This course focuses on communication as the hub that interrelates people, commodities, and ideas in the global era. Through topics such as mass media, tourism, advertising, and indigenous forms of cultural expression, we look at the ways in which people build and maintain unique identities, while also participating in a global environment that has erased traditional cultural borders and boundaries. Fall 2009. 
Group: IDS or II.

AN 220
Culture, Health, and Healing
By looking at ways various cultures define diseases and prescribe cures, both within Western society and in other societies, this course works toward an appreciation of the interplay of disease and cultural responses to this universal phenomenon. The course addresses the meaning of sickness, the nature of relationships between patients and healers, the morality of illness, the effects of culture on emotional states, and how the knowledge of non-Western practices can inform the management of our own health problems. Spring 2011 and alternate years. Group: II.

Course offered selectively:
AN 320 Topics in Developing Areas Studies

Art History

AH 101
Introduction to Art History
This course is a thematic study of art produced in global cultures from antiquity to the present day. Emphasis is placed on exploring the relationship between art and its historical and cultural background, with close attention to art as a means of human expression. Fall. Group: I.

IDS 123
A World of Patterns: Mathematics in Nature and the Arts
Refer to description on page 108.
AH 210
Italian Renaissance Art
This course investigates the Italian Renaissance from its origins through the late 16th century. Emphasis is placed on artists’ styles; the structure of patronage; philosophical and political thought within humanism; and the role of symbolism. Donatello, Botticelli, Leonardo da Vinci, Michelangelo, and Raphael are some of the artists covered. Spring 2011. Group: I.

AH 213
Studies in African and African-American Art
Concentrates on the study of African and African-American art and their cultural settings. Classes focus on the reception and modification in the western hemisphere of African visual culture and philosophical traditions, e.g., in the United States, Cuba, Haiti, Brazil, and Trinidad. Lectures and discussions are supplemented by group and individual trips to Boston-area museums, including the Museum of the National Center of Afro-American Artists. Fall 2010. Group: I.

AH 230
Baroque Art
The style and historical context of art and architecture during the Baroque period (late 16th to early 18th centuries) is examined. Connections are made between the art and architecture and the philosophical, political, and scientific developments throughout this period. Artists such as Caravaggio, Bernini, Rubens, and Rembrandt are studied. Spring 2010. Group: I.

AH 235
Latin-American Art
This course is a survey of Latin-American Art from the 19th century to the present, with primary focus on the 20th century. Painting, sculpture, and related objects from a variety of visual cultures throughout Central and South America are studied. These works, along with objects from popular culture, are examined within the social, political, and economic context of Latin America. Ethnic, gender, and class relations form an important part of this study. Connections between visual culture and music and literature are also explored in this course. Spring 2011. Group: I.

AH 245
American Painting and Sculpture
The development of American painting and sculpture from its beginning in the 17th century to the late 20th century. Students debate the relationship between American and European styles and subjects matter. Also, explores regional qualities and the increasing diversity of American artists in the 19th and 20th centuries. Spring 2010. Group: I.

AH 260
Art of the Harlem Renaissance
Students will explore the work of African-American painters, sculptors, and photographers during the 1920s and 1930s. Centered in Harlem, these artists formed part of the first significant African-American cultural movement. Issues of cultural and racial identity as well as the stylistic features of works of art will be examined in this course. The artists covered will also be studied as part of the broader cultural phenomenon of the Harlem Renaissance, which included the work of philosophers, writers, performers, and political activists. Spring 2010. Group: I.

AH 290*
Creating Their Own Image: African-American Women Artists
Examines themes and traditions in the history of African-American women artists by exploring the ways black women traditionally use art to challenge social norms and raise the issues of gender and identity in their roles as writers, artists, and activists from the Colonial period to the present. Drawing on the works of artists Edmonia Lewis, Meta Warrick Fuller, Elizabeth Catlett, Betye Saar, Alison Saar, Zora Neal Hurston, Alice Walker and a cadre of other participants, the course will feature those who consciously imbued their work with a social and political agenda to create an alternative vision and commentary of how women of color are represented in American culture on a canvas of one’s own making. Fall 2009 and Spring 2011. Group: I.

* Future scheduling of this course is contingent upon final approval.

AH 303
Gender, Myth, and Power in Greek and Roman Art
Course is a thematic and comparative study of the art and architecture of ancient Greece and Rome. Focus is placed on comparing
issues of gender, mythology, and political power as expressed in Greek and Roman visual cultures. Offered selectively. Prerequisite: AH 101 or permission. Group: I.

AH 344
American Architecture
Investigates the development of American architecture and its European influences from the Colonial period to the present. Close study of architectural interiors reveals how space was designed, decorated, and used. Illustrates how changing styles reflected the political, social, and cultural pressures of the time. Offered selectively. Prerequisite: AH 101 or permission. Group: I.

AH 373
Art Exhibition Seminar
Provides students with the opportunity to organize, mount, and publicize a real exhibition in the Hess Gallery. Working with artists in the Boston area, students take an active role in choosing the exhibition’s theme and works of art. They also write a catalog and plan an opening as the final project for the course. Offered selectively. Prerequisite: AH 101 or permission. Group: I.

Biology

BI 101
Principles of Biology (5 credits)
Provides an introduction to the basic principles of biology and a structure/function analysis of the cell. Topics include: chemical principles, cell structure and function, energy, cellular metabolism and growth and an introduction to Mendelian genetics. A weekly lab complements lecture material with appropriate experiments and demonstrations. Fall and Spring. Group: III.

BI 102
Evolution and Biodiversity
Examines the processes of evolution and the sequence of events that lead to the introduction of new forms of life. The course starts with a review of basic information about genes, Mendelian inheritance, the general structure of DNA_genes and control of gene expression. Additional topics include the theories of Darwin, adaptation, the emergence of populations, speciation, biodiversity, the origin of life on earth. The course will cover the evolution of plants and fungi, the move of living organisms from aqueous environments to land, the evolution of animals and human evolution. Novel techniques and initiatives such as the Genographic Project will be discussed. The text will be supplemented with readings from the lay and research literature. Spring. Prerequisite: BI 101 or permission. Group: III.

BI 205
Anatomy and Physiology I (5 credits)
Students make a systematic study of the human body, its structures, functions and malfunctions. The course allows the student to observe physiological processes in her own body, as well as in living and preserved laboratory specimens. A weekly lab complements the lecture. Fall. Prerequisite: BI 101 or permission. Group: III.

BI 206
Anatomy and Physiology II (5 credits)
A continuation of BI 205. Spring. Prerequisite: BI 205 or permission. Group: III.

BI 211
Environmental Issues: Global Problems, Local Solutions
Students learn to relate important environmental issues such as global warming, overpopulation, resource use and the consequences of industrialization to current positions of scientists, educators, politicians and the general public. Emphasis is placed on issues of global concern and local actions proposed to address them. A background of ecological principles begins the course which concludes with students presenting a portfolio on a local grassroots movement. Spring 2010 and alternate years. Group: III.

BI 225
Nutrition
Students study the science of foods, their components, and the human body’s needs, including evaluation of diet and nutritional status using a life span approach. Also included are issues such as women’s health research, diet, heart disease, and malnutrition. Spring 2011 and alternate years. Group: III.
BI 240
The Biology of Women
This course focuses on the biology of women over their life span. Major topics include normal development from conception to death in women; wellness and illness; life span decision making; problems, process, and solution(s); and the current status of research on women. Spring 2011 and alternate years. Group: III.

BI 250
The Biology of HIV and AIDS
Explores the biological aspects of AIDS and HIV (the human immunodeficiency virus). Topics include origins of the virus and the disease, perturbation of the human immune system, pathogenesis of the virus, methods of transmission, current and future epidemiology. Fall 2010 and alternate years. Group: III.

BI 280
Ethical Issues in Science and Technology: America’s Moral Dilemmas
Ethics is the disciplined reflection on the moral intuitions and the moral choices that people make. Bioethics is the analysis of these choices in science and medicine. This course uses a case method of instruction and focuses on the major ethical dilemmas of twenty first century medicine and the natural sciences. Spring 2010 and alternate years. Group: III.

BI 289
Biostatistics
This course is an introduction to the fundamentals of descriptive and inferential statistical analysis for students in the biological and health sciences. Topics covered will include data measurement, frequency distribution and graphic presentation, probability, hypothesis testing, analysis of variance, chi square tests and correlation and regression. Additional topics will include relative risk, odds ratio, rates of fatality, rates of morbidity and life tables. The course will have particular focus on the design of experiments, probability theory and alternative methods of analysis. Data are drawn from labs, the lay and research literature. The course includes a weekly one-hour lab. Fall and Spring. Prerequisite: MA 102 or equivalent. Group: III.

BI 301
Cell Biology
This course will focus on the structure and function of eukaryotic cells. The course begins with a very brief review of cell composition and metabolism, and continues to the fundamentals of molecular biology. Further topics include the organization of the genome, DNA replication, RNA transcription, translation, and protein processing, cell signaling and communication, the cell cycle, cell death and renewal, cellular transformation/cancer induction. The text will be supplemented with readings from the lay and research literature. Fall 2010 and alternate years. Prerequisite: BI 102, BI 206, CH 110 or permission. Group: III.

BI 330
Microbiology and Human Infectious Disease (5 credits)
Lectures and laboratory provide basic knowledge of the handling and understanding of microorganisms, including their characteristics, activities, distribution, and effects on the human body. Includes study of specific pathogenic organisms and diseases, as well as the body’s natural defense mechanisms and methods of disease prevention and treatment. Fall. Prerequisite: BI 101 or permission. Group: III.

BI 345
Psychopharmacology: Drugs and Behavior
Students are introduced to the biological effects of drugs on humans. All major drug classes are studied, with emphasis on those affecting the central nervous system and behavior. Students examine the actions, uses, limitations, and side effects of drugs. Prescription and over-the-counter, as well as herbal and illegal drugs are discussed. Spring 2010 and alternate years. Prerequisite: BI 101 or PY 101 or permission. Group: III.

BI 360
Introduction to Epidemiology
This course introduces the basic principles and methods of epidemiology and the basic skills needed to interpret the epidemiological literature of medicine and public health. The course includes both lecture and seminar instructions; in the seminars, class discussion
of cases illustrate the principles covered in the lectures. Spring 2011 and alternate years.

**Prerequisite:** BI 289. **Group:** III.

**BI 375**

**Human Genetics**
Continues the study of genetic concepts begun in BI 101 and BI 102. Students examine examples of current applications of human genetics, such as population genetics, DNA profiling and immunogenetics. Use of primary research is embedded into the course. **Fall.**

**Prerequisite:** BI 102, BI 206 or equivalent or permission. **Group:** III.

**BI 380**

**Pathophysiology: The Biologic Basis of Disease**
This upper-level course focuses on the disease process and on the structural and functional change inherent in the pathology of specific human diseases. **Spring.**

**Prerequisite:** BI 205 and BI 206 or permission. **Group:** III.

**BI 490**

**Senior Seminar in Biology**
The capstone of the major in Biology, the seminar explores a variety of current research topics, such as advances in the ultrastructure of cells, molecular biology of the cell, the current status of the immunoglobins, human pathophysiology, the biology of antiviral agents, the biology of cancer, and hormones and women’s health. Topics vary to include areas of student interest and new research. **Spring.**

**Prerequisite:** Senior status

**BI 495**

**Senior Internship in Biology (6 credits)**
For 6 course credits, each student works 16 hours per week at a site chosen with regard to career intentions and the content of the Biology Program. Students keep a journal to examine experiences and their relationship to the program. Interns meet weekly to discuss common problems, experiences, and individual perceptions. Additional written assignments complement the discussions. **Fall.**

**Prerequisite:** Senior status

**BI 496**

**Senior Internship in Biology II**
Extends and expands a Senior Internship, taking newly learned experience and implementing it at another site. Students work 16 hours per week at their site, keep a journal, meet weekly with their faculty sponsor, do relevant scholarly reading, and write a final paper integrating their internship, their readings, and classroom experience. **Spring.**

**Prerequisites:** BI 495 and permission of the B.A. Coordinator

**BI/ED 498**

**Biology Secondary Education Practicum (12 credits)**
This course is required for Massachusetts initial teacher licensure as a Secondary Biology Teacher, grades 8-12. See the full description in the section for Education courses.

**Marine Studies Consortium**
The following Consortium courses are available to PMC students with sophomore status or higher. Courses are taught at the institutions participating in the Consortium. For locations and times, contact the PMC Registrar. Enrollment in these courses is limited to four students each semester. Students choosing to withdraw from a Marine Studies Consortium course must do so by the third class meeting of that course. Students interested in the Consortium courses must consult with Dr. Elizabeth Gardner for permission to register.

**BI 215**

**New England Coastal Marine Ecology (5 credits)**
This course introduces the basic principles and methods of oceanography and marine biology in intensive, two-week classroom and field courses. Field work includes trips to salt marshes, sandy beaches, and rocky intertidal habitats, visits to the Museum of Comparative Zoology at Harvard University, the New England Aquarium, the Kendall Whaling Museum in the Gulf of Maine, and a day aboard a research vessel, where students collect and analyze water and plankton samples. Students pay entry fees where appropriate. **Summer. Group:** III.
BI 292
**Introduction to Marine Mammals**
This course explores the biology and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, behavior, field identification, the history of whaling, and contemporary whaling issues. Demonstration laboratory work focuses on a small marine animal. One field trip on Massachusetts Bay is required. **Fall.**
**Prerequisites:** BI 101 and BI 102 or permission. **Group:** III.

BI 294
**Marine Biology**
This lecture/lab course surveys the basic biology, behavior, and life history of marine biota, and reviews the physical aspects of various marine habitats from polar to tropical latitudes. The course focuses on the evolution of adaptive responses to the oceanic environment and the roles of the physical environment and species interactions in structuring marine communities. Laboratory activities include field trips and examination of specimens. **Fall.**
**Prerequisites:** BI 101, BI 102, CH 110, or permission. **Group:** III.

BI 391
**Biology of Whales**
This upper-level course examines the biology and conservation of cetaceans, whales, dolphins, and porpoises. Topics include physiology, population biology and life history analysis, molecular genetics, morphology, distributional ecology, and social behavior. Early lectures focus on the biology of cetaceans and how they are adapted to the marine environment. Later lectures use case studies to review how biological principles can be applied to the conservation of a wide range of cetacean species. **Spring.**
**Prerequisites:** BI 101, BI 102, and two upper-level biology courses. **Group:** III.

BI 392
**Biology of Fishes**
This upper-level survey course covers the evolution, systematics, anatomy, physiology, and behavior of freshwater, marine, and anadromous fishes from temperate to tropical environments. The course also examines the diversity of fish interactions in aquatic communities: predator/prey relationships, host/symbiont interactions, and the various roles of fishes as herbivores. Study of inter- and intra-specific predatory-prey relationships among fish populations in aquatic communities integrates principles of ecology. **Spring.**
**Prerequisites:** One year of general biology and two upper-level biology courses. **Group:** III.

BI 393
**Water Resources Policy and Management**
This course is a comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater and wetlands protection, wastewater treatment, and coastal zone management. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recurring theme in the course. **Fall.**
**Prerequisites:** BI 101, BI 102 plus two courses in biology or chemistry. **Group:** III.

BI 394
**Coastal Zone Management**
This course presents a survey of the coastal environment, its physical characteristics, natural system economic uses, and development pressures. Lectures examine strategies formulated in the United States for land and water management in the coastal zone. The roles of federal, state, and local government, environmental groups, and resource users are also explored. Finally, by comparing coastal zone management problems in the United States with those elsewhere in the world, students gain a global perspective. **Spring.**
**Prerequisites:** BI 101, BI 102 plus two courses in biology or chemistry. **Group:** III.

BI 395
**Wetlands: Ecology, Hydrology, Restoration**
This course examines the vital role of wetlands in the hydrology and ecology of global landscapes. The function of inland and coastal marshes, swamps, and bogs, and their role in water and nutrient cycles will be examined. We will also survey the biodiversity of wetlands habitats, from microbes to vertebrates. The biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries will be considered, as well as the legal framework for the protection and restoration of endangered wetlands. **Fall.**
**Prerequisites:** One year of an introductory science (geology, chemistry, biology, phys-
ics or engineering, or economics); and two semesters of upper-level (elective) science courses. **Group: III.**

**HI 391**  
*Maritime History of New England*  
The sea has shaped New England. This course surveys the sea's legacy, from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes include historical, political, and economic developments, with particular attention to insights gleaned from shipwrecks, time capsules of discrete moments from New England's past. Classes include museum visits, a field session at a marine archeology site, and guest lectures on current research projects. **Spring.**  
**Prerequisite:** One course each in American History and in the Social Sciences, or permission. **Group: II**

**Chemistry**

**CH 110**  
*Principles of Chemistry I* (5 credits)  
This course introduces the standards for measurements, energy, and matter, the Periodic Table, atomic theory and structure, chemical bonds, mole concept, stoichiometry, and balancing chemical equations, Lewis structure and VSEPR. Problem-solving is stressed. A 3-hour laboratory complements lecture material with appropriate demonstrations and experiments. **Fall.**  
**Prerequisite:** MA 102 concurrently or the equivalent. **Group: III.**

**CH 120**  
*Principles of Chemistry II* (5 credits)  
A continuation of CH 110, this course covers topics such as intermolecular forces, chemical kinetics, chemical equilibrium, oxidation-reduction, properties of solutions, acids and bases, and gases, electrochemistry, and thermodynamics. The course also includes nuclear chemistry and organic chemistry. Problem solving is stressed. A 3-hour laboratory complements lecture material with appropriate demonstrations and experiments. **Spring.**  
**Prerequisite:** CH 110 or permission. **Group: III.**

**CH 200**  
*Organic Chemistry I* (5 credits)  
This course offers an introduction to the stereochemistry and the study of different functional groups. Topics include the structure, synthesis and properties of alkanes, alkenes and alkynes, alkyl halides and alcohols. Also, the course introduces briefly benzene and its derivatives, the functional groups aldehydes, ketones and carboxylic acids. A 3-hour laboratory complements lecture material. **Fall.**  
**Prerequisite:** CH 120 or permission. **Group: III.**

**CH 201**  
*Organic Chemistry II* (5 credits)  
A continuation of CH 200. The course covers the structure, synthesis and properties of benzene and its derivatives, aldehydes, ketones and carboxylic acids. The course focuses on spectroscopy and some other functional groups such as amines, phenols, and heterocyclic compounds. A 3-hour laboratory complements lecture material. **Spring 2010.**  
**Prerequisite:** CH 200. **Group: III.**

**CH 301**  
*Biochemistry of Macromolecules*  
This course focuses on the structure and function of proteins, lipids, carbohydrates and nucleic acids. It also focuses on the role of enzymes in biological systems, as well as replication, transcription and translation, and recombinant DNA technology. **Spring.**  
**Prerequisite:** BI 101, BI 102, CH 120, and CH 200. **Group: III.**

**College Composition**

**CC 110**  
*A Topic-Based Writing Course*  
Prepares students for the writing demands of other college courses. The course uses writing as a way to learn, as well as a means of communication. Readings, movies, and class discussion stimulate thinking and provide subject matter for student essays. Activities emphasize the writing process with a focus on revision through peer and teacher-student conferences. Students will have opportunities to present their work in larger forums outside the classroom. For topics, contact Lisa Breger (x7671). **Fall and Spring.**

**CC 111**  
*Writing Fundamentals*  
Designed particularly to provide intensive work in writing skills. Class sizes are smaller to allow for more individualized instruction on grammar and mechanics, as well as paragraph and essay construction. This course
also emphasizes writing as a process, and students have opportunities to present their work in larger forums outside of the classroom. Fall and Spring. 

Prerequisite: CC 110.

CC 112

Controversial Issues
Builds on the skills and processes introduced in CC 110 and CC 111, but introduces more challenging academic writing. This class emphasizes the rhetoric of analytic and persuasive writing and information literacy in the context of the research paper. Fall and Spring. 

Prerequisite: CC 111 or placement.

Communication

CO 100

Introduction to Mass Communication
This course explores mass communication in its myriad forms: newspapers, magazines, publishing, advertising, radio, television, cable, the recording industry, film, and newer forms of electronic communication. Fall and Spring. Group: IV.

CO 101

Public Speaking
Students improve their ability to communicate through the composition and delivery of seven original speeches. Special attention is given to stage fright, audience analysis, organizing and developing content, and delivery. Spring. Group: IV.

CO 120

Introduction to TV and Radio Production
This is an introductory, hands-on course in making TV and radio. It covers program planning and basic production techniques. Students learn to use cameras, microphones, lighting, character generators, recorders, and a wide range of other equipment to create their own radio and television productions. Course participants build their skills by engaging in exercises done outside of class. Fall. Group: IV.

CO 201

Persuasive Speaking
This course prepares students for speaking situations that demand persuasive speech: arguing solutions to problems, defending policies and procedures under attack, seeking changes in attitudes, beliefs, or behavior. We explore psychological, ethical, and logical appeals; evidence; and effective delivery through the preparation, presentation, and analysis of six major speeches. Fall. 

Group: IV.

CO 213

Radio Programming and Production (2 credits)
This course covers the theory and practice of radio programming and production in contemporary society. Students will analyze current radio programming policies and formats, as well as the legal and ethical aspects of radio broadcasting. They will also produce radio programming and projects using state-of-the-art digital production technologies and the facilities of the campus radio station, WPMC. Offered selectively. Group: IV.

CO 217*

Production Workshop (2 credits)
This course is a practical, hands-on experience that will increase students’ basic knowledge of television, film, and video production. Emphasis is on advanced studio projects, lighting, editing, multi-camera and single-camera productions. Students will also have the opportunity to work alongside guest lecturers from the video, film, and commercial industries. Offered selectively. 

Prerequisite: CO 120 or permission. 

* Future scheduling of this course is contingent upon final approval.

CO 230

Performance for Radio and Television
This course is an introduction to the preparation, rehearsal, and reading of copy for radio and television. Analysis of speaking voice is followed by exercises in reading news, commentary, commercials, promotional and public service announcements, and narration. Exercises are taped for discussion and evaluation. Spring 2011 and alternate years. 

Prerequisite: CO 120 or permission. 

Group: IV.

CO 240

Media Writing
This course is an introduction to the variety of writing styles and formats currently used in print and electronic media today, includ-
ing newspapers, magazines, advertising, public relations, radio, and TV. Students will analyze print and electronic media writing and create a portfolio of their own writing that meets industry standards. Special emphasis will be given to print and electronic journalism, advertising, and public relations copywriting, and writing for the World Wide Web. This is a required course for all Communication majors and is also recommended for English majors, Business majors, and students in other majors who would like to improve their writing skills and learn about the media industry. Fall. Prerequisite: CC 110, completed or taken concurrently. Group: IV.

**CO 250**  
**Behind the Scenes in Radio and TV News**
This is a course for majors and non-majors who want to know more about how TV and radio news is produced. Students examine the gathering of information and its dissemination through the electronic media. Students gather news, write radio and TV news stories and programs, and take field trips to study the operation of radio and TV news organizations. Offered selectively. Prerequisite: CC 110 or permission. Group: IV.

**CO 256**  
**The Art and Industry of Film**
This is an introduction to the study of film as art and business, and considers significant American and foreign films from the perspective of narrative, photography, sound, editing, and acting. Examines current production, financing, and distribution practices, along with the impact of the studio system, film technology, the star system, and censorship. Fall. Group: IV.

**CO 265**  
**Multicultural Images in the Media**
This course examines how people of African, Latino, Asian, Native American and Arab descent are portrayed in the American entertainment and news media. Students will critically examine films, television shows and news broadcasts to identify ways that the media “constructs” race in society and how and why these portrayals have changed over time. Fall 2009 and alternate years. Group: IV.

**CO 266**  
**Women Filmmakers: The Reel Story**
Though women have been involved in filmmaking since movies began, their achievements have not always been recognized. This course looks at the creative and technical contributions of women filmmakers from the beginning of movies to the present. Representative American and international filmmakers who have utilized conventional as well as feminist images of gender are analyzed to understand the substantive contributions women have made to film history and popular culture. Weekly screenings are accompanied by readings of major theorists and critics. Offered selectively. Group: IV.

**CO 280**  
**Images of Women in the Media**
How are women portrayed in the media? Is there a connection between a woman’s self-image and the way females are portrayed in advertising, film, television, and the news? CO 280 attempts to answer these and other questions through analysis of past and current media. Fall 2010 and alternate years. Group: IV.

**CO 285**  
**Children and the Media**
Research findings, industry practices, and content of children’s media are examined to determine their impact on children. Students examine how media designed for adults affects children. The focus is on videotapes, cable and broadcast television, and film as the largest producers of children’s media. Audio recordings and children’s magazines—fast-growing segments in the children’s media marketplace—are also considered. Students read, listen, view, and discuss children’s media; develop content analysis skills; and write about the issues. Fall 2011 and alternate years. Group: IV.

**CO 310**  
**Public Relations**
CO 310 is an introduction to public relations that combines history and theory with practical, hands-on writing and media-related experience. We study public relations from four perspectives: campaign planning, media targeting and media relations, writing for public relations, and editing and designing public relations print materials. Fall. Prerequisite: CO 100 or a writing course beyond CC 112. Group: IV.
CO 330  
**Writing and Marketing Scripts and Screenplays**  
This is an upper-level course for students who wish to pursue internships and careers in TV and film. Students will learn how to translate their ideas for narrative and documentary film and video productions into marketable scripts and screenplays, as well as commercial, promotional, and public service spots. This course is highly recommended for Communication majors who want to pursue a creative- or documentary-style video for their senior project and for other majors interested in learning more about writing for radio, film, television, and cable. **Fall 2009; thereafter, Spring.**  
**Prerequisite:** CO 120 and CO 340 or permission. Can be taken concurrently with CO 340. **Group:** IV.

CO 340  
**Digital Moviemaking**  
Building on skills acquired in CO 120, students produce and direct “electronic movies” in the field with state-of-the-art, broadcast-quality equipment. Students learn to edit their work using both linear and digital editing technology. Music, sound effects and graphics are added to create a finished program. **Spring.**  
**Prerequisite:** CO 120 or permission.  
**Group:** IV.

CO/EN 350  
**Advertising Copywriting and Design Seminar**  
This is an interdisciplinary course shared with the English Program and is the capstone course for the joint Advertising and Public Relations concentration. Students work as part of an advertising and public relations team to create ad campaigns and public relations projects for on-campus clients and selected clients in the community. This course is highly recommended for Communications majors who want to pursue a creative advertising, marketing, or public relations campaign for their senior project. The work produced in this seminar will be helpful for senior portfolios. **Offered selectively.**  
**Prerequisites:** CO 310, MK 324, and junior or senior status. **Group IV.**

CO 356  
**Studies in Film**  
Studies in Film examines film topics limited enough in scope to allow consideration of all relevant historical and critical perspectives. Topics may focus upon directors, themes, styles, or genres. Materials include not only analysis of representative films, but also investigation of sources, production data, theory, and criticism. **Offered selectively.**  
**Group:** IV.

CO 360  
**Electronic Media Industry**  
This class looks at contemporary industry standards, organization, ownership, and regulation in the electronic media. Students examine programming philosophies and practices of radio, television, cable networks, and local stations, and emerging World Wide Web technologies. Field trips are taken to radio and TV stations. **Spring.**  
**Prerequisite:** CO 100.  
**Group:** IV.

CO 420  
**Advanced Video Production**  
This course gives students the opportunity to deepen their knowledge of “electronic moviemaking” and video documentary production. Students apply knowledge and skills gained in CO 120 and CO 340 to the critical analysis of advanced production techniques and hands-on experience in writing, producing, shooting, and editing “electronic movies.” Students use state-of-the-art digital video cameras and postproduction equipment to create professional-quality work. This course is highly recommended for students who want to produce a narrative-film-style senior project. **Offered selectively.**  
**Prerequisite:** CO 340 or permission.  
**Group:** IV.

CO 430  
**TV Newsmagazine and Documentary Production**  
This course is an advanced course in researching, writing, and producing documentary and newsmagazine-style stories for television. Students will produce several newsmagazine-style stories shot in and around the Boston area, as well as on campus. The class will also produce longer-format documentary pieces. This course is highly recommended for those students who wish to produce a nonfiction information, documentary, or newsmagazine-style feature-length film. **Offered selectively.**  
**Prerequisites:** CO 310, MK 324, and junior or senior status. **Group IV.**
zine piece for their senior project. Offered selectively.

**Prerequisites:** CO 240 and CO 340. Can be taken concurrently with CO 330.

**Group:** IV.

**CO 490**

**Legal and Ethical Issues in Mass Communication**

Current issues and research in mass communication are studied through critical readings and class discussions. Emphasis is on critical analyses of case studies of legal and ethical issues in the mass media, as well as the media in social, political, and economic contexts. Students draw upon knowledge gained in this and previous Communication courses to conduct presentations of case studies.

**Spring.**

**Prerequisite:** Junior or senior status.

**CO 495**

**Senior Internship Seminar (6 credits)**

The Senior Internship provides the student with specialized, practical experience in a mass media working environment: radio or TV stations, cable TV companies, audio and/or production houses, newspapers, magazines, advertising agencies, or public relations firms. Students work in the field and meet once per week to discuss and analyze their experiences. **Fall.**

**Prerequisite:** Senior status.

**CO 497**

**Senior Project**

This is the capstone course for Communication majors. Working with instructors from the Electronic Media and Advertising and Public Relations concentrations, students develop professional-quality projects centered around solving specific communication problems for real clients. Students develop individual projects from the proposal to the production stage. Students can choose to work on a creative production or write a senior thesis paper. Those students who want to pursue a creative senior project should work closely with their advisors during the second and third years to plan course selection that includes upper-level production courses. Projects produced in this seminar can be used as part of the senior portfolio presentation and also as a professional portfolio to be used after graduation. **Spring.**

**Prerequisite:** Senior status.

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**Community Healthcare**

**CHC 100**

**Introduction to Community Health**

This course is designed to introduce the basic concepts of community health, including education, diversity, demography, and epidemiology as they apply to individuals in a given community over the life span. Students use, interpret, and analyze a variety of demographic and epidemiological information as they impact a given community. It is anticipated that students will work with communities in the Greater Boston area. **Fall.** **Group:** II.

**CHC 200**

**Healthcare Policy**

Healthcare Policy provides an introduction to the political, social, and economic aspects of the healthcare system. The course will explore such topics as: How do corporations and insurance companies shape the healthcare provided? What are the roles of government in addressing healthcare needs of the community and the nation? How do medicine and science shape health policy? Who pays, and who benefits under varying healthcare reform proposals? **Spring 2011 and alternate years.**

**Prerequisite:** CHC 100 or permission. **Group:** II.

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**Computer Studies**

**CS 100**

**Introduction to Computers**

This course provides an introduction to the computer, its operation, capabilities, and limitations. Students learn how to use Windows effectively and how to access information on the World Wide Web. **Fall.** **Group:** III.

**CS 205**

**Introduction to Microsoft Word for Windows (2 credits)**

Students use the tools of this word processing program to create effective written documents. Microsoft Word can be used to create documents from simple text to complex projects, including mailings and publications. See semester schedule. **Fall.**

**Prerequisite:** CS 100 or permission. **Group:** III.
CS/ED 206
Exploring Technology in the Classroom
Refer to description on page 93.

CS 210
Introduction to Microsoft Excel for Windows (2 credits)
Students explore the versatility, power, and applications of spreadsheet software. Microsoft Excel is used to organize data, perform calculations, make decisions, graph data, and develop professional-looking reports. See semester schedule. Spring.
Prerequisite: CS 100 or permission.
Group: III.

CS 211
Introduction to Microsoft PowerPoint for Windows (2 credits)
Students use Microsoft PowerPoint to create professional-looking presentations for use in academic or business environments, including the use of outlines, graphics, drawing, clip art, and presentation management. Fall.
Prerequisite: CS 100 or permission.
Group: III.

CS 212
Introduction to Microsoft Access for Windows (2 credits)
A database is a collection of data organized so that it can be accessed, retrieved, and used effectively. Microsoft Access is database management software that allows the user to create, search, and maintain databases, and create useful reports and forms. See semester schedule. Spring.
Prerequisite: CS 100 or permission.
Group: III.

CS 215
Creating Effective Web Pages (2 credits)
Students are introduced to HTML to plan, create, and manage Web sites using hyperlinks, graphics, tables, and frames. Offered occasionally.
Prerequisite: CS 100 or permission.
Group: III.

Dance
Two-credit dance technique courses may be repeated for credit with permission of the instructor. A pair of related 2-credit courses may be considered for degree requirements as a 4-credit unit upon completion of the second course. See page 91.

DA 100
Pine Manor Dance Ensemble (1 credit)
The Dance Ensemble gives the highly creative student body an avenue for presenting their dance skills in performance. Faculty, students, and guest artists choreograph for the Ensemble. The Ensemble presents a variety of dance styles, including jazz, modern, ballet, and hip-hop. CR/NCR only. Fall and Spring.
Prerequisite: Audition or permission.

DA 101
Modern Dance I (2 credits)
Introduces basic concepts of alignment and movement. Combines beginning technique and creative work with an emphasis on developing body discipline and enjoyment of movement. Fall. Group: IV.

DA 102
Modern Dance II (2 credits)
Continuation of DA 101 to strengthen and refine technique. Further develops rhythmic and musical sensitivity, fosters freedom and fullness of movement, encourages creative work and appropriate risk taking. Spring. Group: IV.

DA 111
Ballet I (2 credits)
Introduction to classical ballet technique: basic ballet vocabulary, including barre work and center practice, as well as stretching and strengthening floor exercises. Fall 2010 and alternate years. Group: IV.

DA 112
Ballet II (2 credits)
Continuation of Ballet I, barre and floor work geared to the more experienced dancer. Emphasis on musicality, technical growth, and increased facility in combinations. Spring 2011 and alternate years. Group: IV.
DA 225
**Jazz Dance I (2 credits)**
Presents basic jazz dance vocabulary and technique, drawing from a variety of influences: hip-hop, classical, lyrical, theatrical styles, Giordano, Horton, and Luigi techniques. Combinations are high-energy and rhythmical, with emphasis on proper technique and alignment to achieve freedom of movement. **Fall 2009 and alternate years. Group: IV.**

DA 226
**Jazz Dance II (2 credits)**
This course further develops technique and style introduced in Jazz Dance I, with more intricate combinations and complex rhythms. As in Jazz Dance I, focus is on a variety of jazz dance styles, including hip-hop, video, classical, and lyrical jazz. **Spring 2010 and alternate years. Group: IV.**

DA 227
**Jazz Dance and Performance (2 credits)**
This course trains the student in basic jazz dance technique and performance. Content consists of warm-up exercises, across-the-floor progressions, and longer combinations of movement in the form of dance routines. The last part of each class will be dedicated to creation and rehearsal of one or more dance pieces, and gives the student practice in dance performance. Technique exercises are drawn primarily from Giordano, Luigi, and Horton styles. Routines and choreography explore a variety of jazz dance styles, including hip-hop, street-funk, lyrical, and up-tempo. The course will culminate with a studio performance of the final piece(s). **Summer.**

DA 230*
**Hip-Hop Dance (2 credits)**
This class teaches various hip-hop techniques, primarily poppin’ and lockin’, wavin’, steppin’, stompin’, krumping, video-influenced style, top rocking, and basic breakin’ floor work. The warm-up includes stretching and body conditioning exercises. Routines are designed to incorporate the styles practiced in the warm-up. While this course is primarily a dance technique class, the course will include discussion of the history of hip-hop, including how the emergence of “gangsta rap” influenced the dance by promoting images of misogyny and violence. This class will promote positive images of women through this popular dance form. **Fall 2010.**
*Future scheduling of this course is contingent upon final approval.

DA 260
**Dance in America**
Surveys the evolution of theatrical dance in America through readings, films, videos, and attendance at dance performances. Emphasizes the development of uniquely American styles—modern, jazz, tap, hip-hop and dance in the musical—as well as the Americanization of ballet. **Fall 2010 and alternate years. Group: IV.**

DA 280
**Techniques in Dance I (2 credits)**
This course gives students the opportunity to experience and develop their techniques in a range of dance styles. Through a variety of exercises, combinations, and repertory in jazz, modern, hip-hop, African and ballet, students will refine their abilities and further develop understanding of the principles of alignment and movement common to these styles. **Fall 2009 and alternate years. Group: IV.**

DA 281
**Techniques in Dance II (2 credits)**
Continuation of DA 280 Techniques in Dance I. Further develops students’ skills in jazz, hip-hop, African, modern, and ballet dance vocabularies. **Spring 2010 and alternate years. Group: IV.**

**Students may satisfy one Group IV requirement with any of the following 2-credit dance course sequences: DA 101–102 or DA 111–112 or DA 225–226 or DA 280–281.**
Economics

EC 111
Principles of Microeconomics
Deals with choices people make in their daily lives—specifically, how buyers and sellers make their decisions in a marketplace. Using computers, students analyze various market conditions and public policy options. Topics covered include consumer behavior, small businesses, big corporations, monopolies, public policy concerns regarding efficiency, equity, and environment. Spring. Group: II.

EC 112
Principles of Macroeconomics
Explores possible solutions to economic problems such as inflation, unemployment, unstable growth, budget deficits, and trade deficits. Using computers, students experiment with fiscal policy, monetary policy, and exchange-rate policy under various scenarios. Fall. Group: II.

EC 301
Money and Banking
An introduction to the economic role and operations of commercial banks and other financial institutions. Topics covered include: demand and supply of various financial instruments, portfolio selection, causes and consequences of changes in interest rates, exchange rates, international monetary activity, and control of money and credit. Spring. Prerequisite: EC 111 or EC 112 or permission. Group: II.

EC 302
International Economics
Looks at the trade relations among nations. Students examine the institutions and practices that promote or hinder trade relations. Topics include: free trade vs. protectionism, international monetary systems, global economic integration, international competitiveness, and developing economies in a new world order. Fall 2011 and alternate years. Prerequisite: EC 111 or EC 112 or permission. Group: II.

Education

ED 102
Foundations of Education
This course provides an overview of the historical foundations of American education from its philosophical roots to its role in the 21st Century. The course explores the role of education in pre-colonial America, during colonization, and its importance in the development of our democracy. The impact of the Depression and World War on education will be discussed. The course covers the battle for equality in education and the legislation that accompanied that struggle. We will study the impact of politics on American schools, and education’s importance to democracy in the 21st century. The students will discuss licensing requirements, the moral and legal responsibilities of teachers, employment trends for teachers, teachers’ unions, and important professional organizations. During several of the sessions students will visit and observe in a variety of educational settings, and in a variety of grade levels (minimum 5 pre-practicum hours). Fall. Group: II.

ED 115
Working with Young Children
An exciting opportunity to work in Pine Manor’s Child Study Center with a staff of experienced and nurturing professionals. Students will work at the Child Study Center for a minimum of three hours each week and learn some general information about program-planning, developmentally appropriate practice, basic instructional techniques, pre-school curriculum, and gain some knowledge about early intervention and English Language Learners. Students interested in working in Day Care or after-school programs, or who just enjoy working and playing with young children will find this course extremely useful. Please refer to the Pine Manor Education Student Handbook for additional information concerning the various certificates and licenses. Spring 2010. Group: II.

ED 205
Teaching and Assessment of Reading and Language Arts (5 credits)
This course will explore the basic concepts of literacy development, the stages of reading and writing development and techniques of instruction. Students will learn many ap-
proaches to reading instruction. They will examine the role of phonics, basal readers, literature-based curriculum, word identification, whole language, vocabulary, and comprehension, in the development of literacy. A variety of Language Arts experiences, storytelling, and creative writing will be discussed. Students will also explore many different types of learning styles and design instruction that can be adapted for a diverse group of learners including English Language Learners. Diagnostic tools and classroom techniques for assessing decoding, encoding, and fluency are presented. Students are required to spend the equivalent of one hour per week in classrooms observing and assisting classroom teachers in the teaching of reading and language arts. Students will also explore the role of literature in the acquisition of literacy.

**Fall.**

**Prerequisites:** CC 110 and/or permission of the instructor. **Group:** II.

**ED/CS 206**

**Exploring Technology in the Classroom**

This course equips pre-service teachers with the necessary skills to develop instructional practices that will allow them to incorporate technologies successfully into the classroom to enhance the teaching and learning process. Participants will examine software tools, curriculum software, internet resources and computer-based projects. **Spring 2010 and alternate years.**

**Group:** II or III, depending upon student registration.

**ED/MU 210**

**Music and Movement for Children**

Appropriate for education students as well as for other students with an interest in music, this course is designed to give students knowledge about music that will be useful to them in working with children. Basic skills of singing, playing the recorder, and sight-reading will be introduced. Also students will learn singing and movement games that develop children’s musical and rhythmic sensibilities. **Fall.**

**Group:** II or IV, depending upon student registration.

**ED 212**

**Picture Books, Literature for Young Children**

This course stresses the importance of language and literature in all areas of children’s academic learning as well as literature being a source of entertainment. The course focuses on the study of genres of children’s picture books. Literature will be examined in terms of plot, setting, theme, characterization, style, point of view, illustrations, age range and design. Author-Illustrators and their backgrounds will be explored. The course will address criteria for selecting and interpreting quality books for children with different developmental needs and multicultural backgrounds. The course will examine the many dimensions of responses to literature. **Spring. Prerequisite:** Completion of CC 110. **Group:** II

**ED 214**

**Curriculum for Infants and Toddlers**

This course focuses on providing developmentally-appropriate curricula and environments for infants and toddlers. Students are required to participate in an off-campus field experience working with infants and toddlers. **Offered selectively. Prerequisite:** PY 216. **Group:** II.

**ED 215**

**Curriculum Methods and Materials for Early Childhood (5 credits)**

This course focuses on the development of the pre-school curriculum. The course enables students to acquire the knowledge and skills necessary for planning inclusive and developmentally-appropriate curriculum for young children. Class meetings will include lectures, discussions and hands-on workshops focusing on a wide range of curriculum areas such as early literacy, numeracy, social studies, art, etc. addressing the learning needs of young children. The Massachusetts Curriculum Frameworks as well as theories of Child Development, learning styles, cognitive abilities and multiple intelligences appropriate for early childhood will be addressed. Students will participate in a weekly pre-practicum in a preschool setting. **Fall. Prerequisites:** PY 216 or permission of the instructor. **Group:** II.

**ED 224**

**Methods of Math and Science in Elementary Education (5 credits)**

This course addresses the teaching of developmentally appropriate math and science-concepts for the classroom. Students explore a variety of techniques to teach mathematical and science concepts. The use of manipu-
latives to expand children’s understanding of number, and the use of experimentation to encourage inquiry and understanding of science are two of the methods used. A variety of math and science curriculum materials will be presented as well as the curriculum requirements put forth in the Massachusetts Curriculum Frameworks. The use of children’s literature and technology are addressed as a means to help children construct knowledge about math and science. Students will be required to spend the equivalent of one hour per week in classrooms observing and assisting classroom teachers in the teaching of math and science. Fall 2009.

**ED 234 Teaching of Math and Science for Young Children** (5 credits)

This course addresses the teaching of developmentally appropriate math and science for the PreK-2 classroom. Students examine early childhood math and science curriculums and teaching strategies. The course examines ways of connecting math and science concepts with other areas of the early-childhood curriculum. The discovery approach, inquiry, exploration, cooperative learning, experimentation, science and math vocabulary are addressed. The connections between children’s understanding of math and science and cognitive development are made. Students will be required to spend the equivalent of one hour per week in classrooms observing and assisting classroom teachers in the teaching of math and science. Summer 2010.

**Prerequisites:** ED 205 and a Quantitative Reasoning course. **Group:** II.

**ED 327 Curriculum Design: The Massachusetts Curriculum Frameworks**

The Massachusetts Curriculum Frameworks are statewide guidelines for learning, teaching, and assessment. This course will be an in-depth examination of these frameworks as they relate to the classroom teacher. The guiding principles and the learning strands will be addressed and studied in each content area. Students will create learning experiences and develop curriculum units in Social Studies and the Arts. Students will also have workshops addressing the Health and Physical Education Frameworks and classroom management strategies. Students will examine assessment strategies. The Massachusetts Curriculum Frameworks will be explored as well as the curriculum standards of other states. Students will learn how curriculum is created, developed and assessed. Students will spend a minimum of 10 hours observing and assisting in a practicum placement. **Spring.**

**Prerequisites:** ED 102, ED 205, or permission of the instructor. **Group:** II.

**ED 242 Multicultural Education**

Students in this course will examine the philosophical and pedagogical foundations of multicultural education. Concepts such as culture, race, ethnicity, perception, assimilation, pluralism, and intercultural communication in educational settings will be addressed. Students will examine regional, national, and global multicultural values and goals and their influence on schools and communities. Students will learn strategies that will help them to address diversity in a variety of settings to bridge the gap between theory and practice. **Offered selectively.**

**ED 333 Special Education, Assessment, and the Inclusionary Classroom**

The inclusive classroom creates an environment that supports the learning needs of all children. Teachers must develop pedagogy appropriate to all learners. This course addresses learning styles and teaching strategies for a diverse group of learners. Students are provided with skills to meet the needs of exceptional children and approaches to special education. The course covers identification of learning styles and the identification of physical, social, emotional, cognitive and sensory handicaps. Students will discuss the identification, assessment and accommodations for students with disabilities and those who are gifted. Legislation that governs the education of the exceptional child will be examined. Preparation, implementation, and evaluation of Individualized Education Programs will be addressed. **Spring.**

**Prerequisites:** ED 102. **Group:** II.

**ED 350 Child Care Administration**

Familiarizes students with issues in administering an early childhood education center, and begins to develop specific skills for
doing so. Topics include: startup considerations; issues in staff selection, supervision, and development of personnel policies; the role of the administrator; budget planning; strategies for parental involvement; program evaluation; promoting positive community relations; and managed growth. Spring. 
**Prerequisite:** ED 102, PY 216, ED 215, or permission of instructor. **Group:** II.

**ED 355**  
**Diagnostic and Remedial Reading**  
Students will examine ways to evaluate children’s literacy skills. Tests developed by teachers and instruments used in schools will be discussed. Students will discuss the impact of a linguistically diverse group of children on assessment. Students will learn about the diagnosis and assessment of reading skills using standardized, criterion-reference, and informal assessment instruments. Basic statistics will be taught, as well as ways to use test information to develop instruction and write up Individual Educational Programs. **Fall 2009.**  
**Prerequisite:** ED 205, ED 333. **Group:** II.

**ED 395**  
**Practicum in Child Care/Early Education and Care/Student Teaching**  
Students gain experience in infant/toddler, preschool, school-age child care or recreation programs. Students are provided work and teaching experiences that make them eligible for professional certification through the Department of Early Education and Care. Students work at an appropriate site with supervision for a minimum of 150 hours, meet regularly with their faculty supervisor, and attend a weekly seminar during the semester. Faculty sponsors will make at least three site visits during the course of the internship to meet EEC requirements. **Fall and Spring.**  
**Prerequisites:** Completion of all Early Childhood Program requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Education Student Handbook for additional information about Education requirements and waiver policies.

**ED 492**  
**Internship for Non-Licensure Students**  
(12 credits)  
This internship is designed for students who are not seeking Massachusetts teacher licensure. Students may be placed in a variety of educational settings, including YMCA or Boys and Girls Club activity settings, preschools, after-school programs, and urban recreational sites. Students should meet with the Coordinator of the Liberal Studies Program and/or their advisor one semester prior to placement. **Fall and Spring.**  
**Prerequisite:** Permission of Director of Education Programs/Teacher Licensure

**ED 494 and ED 496**  
**Early Childhood Practicum(s)**  
(12 credits)  
These courses are required for Massachusetts initial licensure in Early Childhood Education. Each student is placed in an inclusive and diversified Early Childhood school environment under the supervision of a licensed teacher and a program supervisor from Pine Manor College. Students, after an initial orientation and observation period gradually assume increasing classroom responsibilities, including planning, implementing and evaluating learning experiences. Students assume increasing levels of professional responsibility. Students meet weekly in a seminar to discuss their experiences in their practicum. Students also discuss topics about education theory, management issues and the impact of socio-economic and cultural issues as they relate to their teaching. The Early Childhood Practicum is divided into two different placements.

**Prerequisites:** Completion of all Early Childhood Program requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Education Student Handbook for additional information about Education requirements and waiver policies.

**ED 494**  
**Early Childhood Practicum 1**  
(6 credits)  
Students engage in a minimum of 100 hours of student teaching in an inclusive PreK-K classroom under the supervision of a licensed teacher and a program supervisor from Pine Manor College. Students are responsible for arranging for transportation to and from their placement. Students also attend a weekly seminar to discuss and support their student-teaching experience.

**ED 496**  
**Early Childhood Practicum 2**  
(6 credits)  
Students, under the supervision of a licensed classroom teacher and program supervisor from Pine Manor College, student-teach in an inclusive first or second grade for a minimum of 200 hours. Students are responsible
for arranging for transportation to and from their placement. Students are expected to demonstrate a working knowledge of the Massachusetts Curriculum Frameworks as they plan, implement and evaluate learning experiences for the children in their classes. Students also attend a weekly seminar to discuss and support their student teaching experience.

ED 498
Elementary Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure in Elementary Education (grades 1-6). Each student is placed in an inclusive and diversified elementary school classroom under the supervision of a licensed teacher and a program supervisor from Pine Manor College. After an initial orientation and observation period, students gradually assume increasing classroom responsibilities and levels of professional responsibility. Students are expected to demonstrate a working knowledge of the Massachusetts Curriculum Frameworks as they plan, implement and evaluate learning experiences for the children in their classes. Students are required to teach full-time for the entire semester (minimum of 300 hours) and to attend a weekly seminar. During their weekly seminar, students discuss educational theories, assessment techniques, classroom management and the impact of socio-economic and cultural issues as they relate to their teaching. Students are responsible for arranging their own transportation to and from school.

Prerequisites: Completion of all Elementary Program Licensing requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Pine Manor Education Student Handbook for additional information about Education requirements and waiver policies.

ED/VA 498
Visual Arts Middle School and Secondary Education Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure as a Visual Arts Teacher, grades 5-12. Each student is placed in a diversified school classroom under the supervision of a licensed visual arts teacher and a program supervisor from Pine Manor College. After an initial orientation and observation period, students gradually assume increasing classroom responsibilities. Students are expected to demonstrate a working knowledge of the Massachusetts Curriculum Frameworks as they plan, implement and evaluate learning experiences for the children in their classes. Students are required to teach full-time for the entire semester (minimum of 150 hours) and to attend a weekly seminar. During their weekly seminar, students discuss educational theories, assessment techniques, classroom management and the impact of socio-economic and cultural issues as they relate to their teaching. Students are responsible for arranging their own transportation to and from school.

Prerequisites: Completion of all Visual Arts Program Licensing requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Pine Manor Education Student Handbook for additional information about Education requirements and waiver policies.

ED/EN 498
English Secondary Education Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure as a Secondary English Teacher, grades 8-12. Each student is placed in a diversified school classroom under the supervision of a licensed English teacher and a program supervisor from Pine Manor College. After an initial orientation and observation period, students gradually assume increasing classroom responsibilities. Students are expected to demonstrate a working knowledge of the Massachusetts Curriculum Frameworks as they plan, implement and evaluate learning experiences for the children in their classes. Students are required to teach full-time for the entire semester (minimum of 150 hours) and to attend a weekly seminar. During their weekly seminar, students discuss educational theories, assessment techniques, classroom management and the impact of socio-economic and cultural issues as they relate to their teaching. Students are responsible for arranging their own transportation to and from school.

Prerequisites: Completion of all English Secondary Program Licensing requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Pine Manor Education Student Handbook for additional information about Education requirements and waiver policies.
ED/BI 498
Biology Secondary Education Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure as a Secondary Biology Teacher, grades 8-12. Each student is placed in a diversified school classroom under the supervision of a licensed teacher and a program supervisor from Pine Manor College. After an initial orientation and observation period, students gradually assume increasing classroom responsibilities. Students are expected to demonstrate a working knowledge of the Massachusetts Curriculum Frameworks as they plan, implement and evaluate learning experiences for the children in their classes. Students are required to teach full-time for the entire semester (minimum of 150 hours) and to attend a weekly seminar. During their weekly seminar, students discuss educational theories, assessment techniques, classroom management and the impact of socio-economic and cultural issues as they relate to their teaching. Students are responsible for arranging their own transportation to and from school.
Prerequisites: Completion of all Biology Secondary Program Licensing requirements including pre-practicums; completion of all testing requirements; completion and submission of all forms for Practicum. Please see current Pine Manor Education Student Handbook for additional information about Education requirements and waiver policies.

Courses offered selectively:
ED 218 Program Planning for School-Age Child Care and Recreation Programs
ED 250 Policy and Program Issues in Child Care

English: Literature and Writing
EN 100 Understanding the Structure of English: A Practical and Theoretical Study of Grammar
This course focuses on analyzing grammatical structures in English, using a variety of approaches such as traditional, structural, and transformational. In particular, this course examines the relationship between grammatical units and explores the connection between grammar, meaning, and style. The course explores the notion that there may be competing descriptions of language structure and varying opinions of correctness. Emphasizes the study of grammar in the context of student writing. Spring. No Group Credit.
EN 111 Mythology and Literature
Introduces students to important classical myths, legends, fairy tales, and Biblical works that have served as sources or background for subsequent literature. Students analyze ways in which writers from various cultures and eras use these myths and legends in their poetry, fiction, and drama. Required for English majors. Fall. Group: I.
EN 112 World Literature: Genres and Themes
Introduces students to the basic elements of poetry, fiction, drama, and nonfiction while exploring important works of world literature. Through close reading, students will analyze how literary works are constructed in a variety of cultures, and explore how authors throughout the world reflect individual and social concerns. Spring. Group: I.
EN 200 Writing on the Job: Professional and Persuasive Writing
(Formerly EN 200: Writing for the Professions)
Designed for students in all majors, this course teaches how to hone your writing skills for specific professional tasks. Learn how to analyze your audience, to develop persuasive techniques, and to write effective and concise office memos, proposals, and reports. Excellent preparation for writing at your internship site. Students compile a writing portfolio. Fall. Group: I.
EN 203
**British Literary Traditions**
Examines clusters of English writers from various eras from the medieval to the modern era, with emphasis on the thematic and stylistic variety of the poetry and fiction we now consider the “classic” texts. Writers studied include Mallory, Chaucer, Shakespeare, Donne, Milton, Swift, Pope, Jane Austen, Wordsworth, Coleridge, Keats, Tennyson, Christina Rossetti, and Virginia Woolf. Required for English majors. **Fall.**
**Group:** I.

EN 204
**Feature Writing**
This course teaches the basics of feature writing for newspapers and magazines. Students will explore a variety of styles by writing columns, human interest stories, and reviews. In addition to writing for, editing, and publishing the Pine Manor College *Gator Gazette*, students will compile a writing portfolio and create the concept for a magazine. **Spring 2011 and alternate years.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 205
**Visiting Writers Seminar: Fiction**
This analytical and creative writing course in fiction gives students the opportunity to meet with published writers at campus readings, as well as in classes. Students meet in workshops to respond to one another’s writing. Furnishes an opportunity to improve both analytical and creative skills and compile a writing portfolio. **Spring 2012.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 206
**Creative Writing**
Develops the ability to write creatively in a variety of genres including fiction, poetry, and the personal essay. Students analyze writing and samples from published authors in class and compile a writing portfolio. **Spring 2010.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 207
**Visiting Writers Seminar: Poetry**
Gives students the opportunity to meet with published poets at campus readings, as well as in classes. Students meet in workshops to respond to one another’s writings. Furnishes the opportunity to improve both analytical and creative skills, and compile a writing portfolio. **Spring 2011 and alternate years.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 208
**The Art of Advanced Prose Writing**
This is a writing course for students interested in further developing their prose-writing skills. We read the nonfiction prose literature of journals, letters, memoirs, autobiography, and essays, examining the approaches and style of good writers as models for student writers. In a workshop setting, students create a portfolio of their prose writing and an individual project of their own design. **Spring 2010.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 209
**Journalism on the Web and on the Page**
Surf the Net, create the *Gator Gazette*, and see your work on display. In this course, you will analyze the elements necessary for successful Web writing, online journalism, and print production. Working with Adobe PageMaker and Photoshop, you will write, edit, and publish your stories and articles online and in print. Your projects will include creation of a writing portfolio and the production of the *Gator Gazette*. **Fall.**
**Prerequisite:** CC 112 or permission.
**Group:** I.

EN 213
**Editing Practicum (1 credit)**
Under the supervision of the working literary editor of *Éire Ireland*, an interdisciplinary journal of Irish Studies, students may help read and evaluate submissions (including poetry), send out manuscripts for review, copyedit, and fact-check. They assist with the correspondence and computer record-keeping necessary to support a professional editorial project. The course may be repeated with permission of the instructor. 1 credit. **Fall and Spring.**
EN 214
Solstice Conference Writing Workshop (2 Credits)
This two-credit course provides students the opportunity to benefit from the College’s Solstice Writing Conference. Students will be able to work with well-known contemporary writers, benefit from peer workshops, and from a rich variety of readings and seminars. During the Solstice Conference students will attend and participate in all meetings of the workshop to which they have been assigned (15 hours). They will also attend a minimum of 12 additional hours of scheduled lectures, seminars, and readings. Students must submit a paragraph evaluation written by each of their workshop instructors along with evidence that they have attended workshops and the required minimum number of readings and seminars. To enroll in this course students must apply and be admitted to the Solstice Summer Writing Conference at PMC. They should indicate on their applications that they are matriculated Pine Manor College undergraduates. An application form and further information about the program can be found on the Pine Manor website.

EN 216
Shakespeare I
A survey of Shakespeare’s works, including comedies, tragedies, histories, and one tragi-comedy, from among the following plays: Romeo and Juliet; Richard II; Henry IV, Parts 1 and 2; Much Ado About Nothing; The Merchant of Venice; Antony and Cleopatra; Macbeth; King Lear; and The Winter’s Tale. Spring 2010 and alternate years. Group: I.

EN/TH 217
Shakespeare II

EN 219
Who’s Afraid of Virginia Woolf?: The Life and Work of a Woman of Genius
Reading Virginia Woolf’s diaries, letters, fiction, and essays, we will trace the growth of this influential, creative woman. Discover the world of a modern feminist, publisher, and writer who broke the bonds of convention in her life and work in 20th-century England. Spring 2011. Group: I.

EN 221
The Poet in the World
“We are the unacknowledged legislators of the world,” said the poet Shelley in 1821. Major poets reflect the values, noble or ignoble, of their times. This course examines their poetry in its social context. In addition to reading and analyzing each poet’s work, we will examine autobiographical writings, as well as critical writings both by and about the poets. We will explore the writers’ connection to poetry of the past as well as their influence upon contemporary poetry. The emphasis of the course is on gaining a textual understanding of these writers, as well as an appreciation of their place in literary history. Spring, 2011. Group: I.

EN 223
Bad Girls and Wild Women: Images of Female Transgression in Literature; a Writing Intensive Course
Starting with Eve, women have been portrayed as both submissive and transgressive. This course examines diverse literary texts to explore attitudes toward women who break with convention. Are they bold pioneers, victims of gender stereotypes, immoral, or some combination of all three? This writing-intensive course requires a minimum of four essays with revisions, weekly response papers, and a final essay exam. Spring 2011. Prerequisite: CC 112 or permission Group: I.

EN 229
Children’s Literature: Female Images and Gender Roles
Introduces principles of literary analysis and traces changing social attitudes toward women through the study of children’s literature. The course considers children’s classics, modern children’s literature, controversial issues in children’s literature, and work by critical authorities in the field. Fall 2010. Group: I.

EN 232
American Writers: Faith, Race, and Gender
Provides grounding for all further study of American literature. A consideration of how a wide variety of American authors, both
women and men, black and white, wrote innovative narratives, poetry, and essays that created new versions of the American experiment. Interdisciplinary approach. Writers include Nathaniel Hawthorne, Frederick Douglass, Harriet Beecher Stowe, Walt Whitman, Emily Dickinson, and Mark Twain. Required for English majors. Spring. Group: I.

**EN 233**
**African-American and Caribbean Literature**
Traces the history of African-American and Caribbean writers who have given voice to the horrors of slavery, exile, and racism, as well as to the creation of resilient communities. Pairing male and female writers, the course introduces the works of such writers as Langston Hughes, Zora Neale Hurston, Richard Wright, Alice Walker, and Toni Morrison. Spring 2010. Prerequisite: CC 112 or permission. Group: I.

**EN 235**
**Female Voices of Diversity: Studies in Contemporary Literature**
Study of representative fiction, poetry, and essays examining the way issues of ethnic diversity, gender, and cultural difference are reflected in the language and vision of American literature today. Work by authors such as Toni Cade Bambara, Toni Morrison, Sandra Cisneros, Louise Erdrich, Leslie Marmon Silko, Amy Tan, and Maxine Hong Kingston. Fall 2010. Group: I.

**EN 310**
**Methods and Curriculum in English Instruction**
Prepares students to teach English at the middle and secondary school level by analyzing methods of teaching composition, literature, and related language arts. Explores theoretical issues in terms of their practical application in the classroom. Students experience a variety of teaching approaches. Frequent class presentations by students develop a variety of classroom techniques, lesson plans, and curricula. Students spend 30 hours observing and assisting in a middle or secondary school English classroom. Fall. Prerequisites: EN major and ED 205. Group: I.

**EN 311**
**Advanced Journalism: On the Beat**
How to cover a campus beat, report an ongoing story, produce press releases, write feature profiles, and cover meetings and press conferences. Interviewing techniques, column writing, and investigative journalism are also explored. Students improve their skills in copy editing, headline and outline writing, and learn how to support a story with photographs. They interview a practicing print or broadcast journalist, write for the Pine Manor *Gator Gazette*, and strengthen their writing portfolios. Spring 2012 and alternate years. Prerequisite: CC 112. Group: I.

**EN 330**
**Images of Twentieth-Century America: Innovation in Literature**
Focuses on novelists Ernest Hemingway and Toni Morrison, exploring how writers develop innovation and complex literary art in twentieth-century America. Experimenting with techniques of modernism, imagism, and postmodernism, these novelists joined with such poets as William Carlos Williams, Langston Hughes, Allen Ginsberg, and Adrienne Rich, as well as painters, musicians, filmmakers, and critics to break new ground in subject matter and form. Interdisciplinary approach. In-depth study of selected writers and their intellectual, historical, and aesthetic contexts. Fall 2011. Prerequisite: An EN literature course or permission. Group: I.

**EN 332**
**American Girls and New Women: American Literature, 1870–1930**
Examines how post-Civil War writers define and redefine American women through literary portraits ranging from Henry James’s depiction of naive ingénues to Willa Cather’s powerful frontier heroines. Using current critical perspectives, students look at how such writers as Kate Chopin, F. Scott Fitzgerald, and Zora Neale Hurston invented new narrative forms to depict changing images of women. Interdisciplinary approach. Fall 2010 and alternate years. Prerequisite: Any EN course or permission. Group: I.
EN/CO 350
Advertising Copywriting and Design Seminar
This is an interdisciplinary course shared with the English Program and is the capstone course for the Joint Advertising and Public Relations concentration. Students work as part of an advertising and public relations team to create ad campaigns and public relations projects for on-campus clients and selected clients in the community. This course is highly recommended for Communications majors who want to pursue a creative advertising, marketing, or public relations campaign for their senior project. The work produced in this seminar will be helpful for senior portfolios. Offered selectively. Prerequisites: CO 310, MK 324, and junior or senior status. Group IV.

EN 355
Gender Troubles in Irish Culture
This course considers representations of gender in modern Irish culture from Oscar Wilde to Roddy Doyle and Neil Jordan. Examining Irish literature, film, and visual art, we look at a persistent, sometimes revolutionary, undermining of traditional gender norms in a socially conservative postcolonial country. Spring 2011. Prerequisite: Any EN course or permission. Group: I.

EN 385
Irish Literature
Examination of leading figures of modern Irish literature, with special emphasis on Joyce and Yeats. Topics may include the influence of Celtic mythology and folklore, the influence of Irish political history, the founding of the Abbey Theatre, the early Literary Revival, and the recent surge of poetry, fiction, and drama from Ireland. Interdisciplinary approach. Fall 2010. Prerequisite: Any EN course or permission. Group: I.

EN 389 has been replaced by IDS 389.
Both IDS 389 and IDS 390 will count as 300-level English literature courses in which a student may write her assessment paper (see Interdisciplinary courses on page 111).

IDS 389
Empire and Resistance
How are literary works related to the culture in which they are written and read? This general question takes a more particular form when we turn to Britain, the great imperial world power of the nineteenth and twentieth centuries. The course begins with a history of the rise and domination of British imperialism. It then considers several literary works in the historical context of imperialism in the West Indies, India, Africa, and Ireland. Two British novels (Jane Eyre and Heart of Darkness) are paired with later twentieth-century responses to them from Antigua and the Sudan (Wide Sargasso Sea and Season of Migration to the North). We will read each literary work along with historical texts to demonstrate how imperial movements and resistance to them shaped nineteenth- and twentieth-century culture. Fall 2009. Prerequisite: Any EN or HI course or permission of the instructor. Group: IDS

EN 495
Senior Internship (6 credits)
Must be taken in the Fall of the student’s senior year, at a site where she can apply her research and writing skills in a professional setting. At the site, the intern develops a portfolio of professional writing. Regular on-campus seminar meetings required. Fall. Prerequisite: Senior status.

EN 496
Senior Essay
Available to a student doing honors work in English who is a double major and who has a special interest in exploring a literary topic or doing a creative writing project. Approval of a faculty sponsor is required. A proposal must be submitted to the faculty sponsor and the B.A. Coordinator during the preregistration period of the preceding semester. Fall and Spring. Prerequisite: 3.0 GPA in English and permission of the B.A. Coordinator.

EN 498
English Secondary Education Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure in English (grades 8–12). EN 498 is not under the supervision of the College Career Services Office and does not fulfill any 295 or 495 Internship course requirements. Each student is placed with a supervisory teacher in a local public school. The student assumes increasing levels of professional responsibility in the classroom. Students are required to teach full-time for the entire semester, to attend a weekly seminar, and to prepare a portfolio. All student
teaching takes place in the Greater Boston area. Students are responsible for arranging and paying for transportation to and from school.

**Prerequisite:** Successful completion of the Massachusetts Tests for Educator Licensure. Completion of the pre-practicum courses with substantial field-based training, each with a minimum grade of “C,” a cumulative GPA of 2.00, and a GPA of at least 2.5 in Education courses; and permission of the Director of the Teacher Licensure Program.

**Courses offered selectively:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>EN 226</td>
<td>Women’s Lives in Film and Fiction</td>
</tr>
<tr>
<td>EN 228</td>
<td>Theatre in Boston: Reading and Seeing Plays</td>
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**Enhanced Foundational Program for Non-Native Speakers of English**

**ESW 151**

**Grammatical Writing**

This course will give students the opportunity to improve their writing of developmental paragraphs and short essays, in addition to increasing the level of grammatical accuracy and complexity in these writings. Using the writing process approach, students will develop their ability to revise and edit their writing for coherence, cohesion, and unity. Accuracy of written language will be addressed through targeted review and practice of grammatical structures, punctuation rules, and vocabulary that commonly pose challenges to ESL students. Specifically, the course will work within a general academic essay structure to teach the writing of strong, arguable thesis statements and well-developed paragraphs. ESW 151 is taken concurrently with ESR 152. Writing lab required. **Fall and Spring.**

**Prerequisite:** ESL Placement Test. **Group:** I.

**ESR 152**

**Academic Reading**

The goal of this course is to improve a student’s comprehension of the material and begin to develop a critical engagement with the author’s arguments. The course teaches students the necessary skills of active, critical reading. In particular, students are taught to identify the author’s purpose and point of view and to understand how thesis and themes are developed, in order that they might react to the work with critical understanding. The curriculum incorporates a wide variety of texts, among which are readings from periodicals, short stories, poetry, and a novel. While the focus of the course is on academic reading, the course will integrate with it the development of writing skills through student reaction journals and essay exams. ESR 152 is taken concurrently with ESW 151. **Fall and Spring.**

**Prerequisite:** ESL Placement Test. **Group:** I.

**ESW 251**

**Introduction to Academic Writing**

As a bridge to College Composition, students have the opportunity to practice writing fully developed essays of all types, utilizing topics from their potential fields of study. The focus of the course is placed on the content and style of writing with occasional attention given to common trouble spots regarding mechanics of composition. Specifically, the course works within a general academic essay structure to teach the writing of strong, arguable thesis statements and well-developed essays of various rhetorical styles, such as narrative, descriptive, comparison/contrast, cause/effect, classification, and argumentative. Writing lab required. ESW 251 is taken concurrently with ESR 251. Students must demonstrate English proficiency with a TOEFL grammar score of 500 to continue with College composition classes. Students may be required to take EN 100 in the summer to demonstrate competency. **Fall and Spring.**

**Prerequisites:** ESL Placement Test and/or successful completion of ESW 151 and ESR 152. **Group:** I.

**ESR 251**

**Reading in the Disciplines**

In this course, students will develop their reading fluency in English by working with classic and contemporary English-language essays, both fiction and nonfiction. One goal of the course is to move students, as readers, beyond comprehension of the material, its ideas, and challenging vocabulary to a critical analysis, interpretation, and evaluation of each author’s work. Another goal is to expose the student to a variety of rhetorical
styles (modes of writing) in a number of academic disciplines that college students typically encounter as undergraduates. ESR 251 is taken concurrently with ESW 251. Fall and Spring.

Prerequisites: ESL Placement Test and/or successful completion of ESW 151 and ESR 152. Group: I.

Finance

FN 210
Investing into the Twenty-First Century
The relationship between investments and “social good” is examined, with emphasis on how these contribute to financial planning and portfolio management. Areas covered include choosing between mutual funds and individual stocks and bonds, using insurance for estate planning, and engaging the services of professional investment advisors. The Wall Street Journal, Business Week, and Fortune are used extensively. Spring 2011.

Prerequisite: AC 205, EC 111, or permission. Group: II.

FN 310
Finance I
An introductory course in finance that focuses on financial goals and plans by business enterprises. Topics include: financial environment of businesses, financial analysis, capital budgeting under certainty and risk, optimal capital structure, and management of short-term and long-term assets and liabilities. Fall.

Prerequisite: EC 111 and AC 205. Group: II.

FN 312
Finance II
A continuation of Finance I, students will learn how modern financial managers strive to achieve the goal of wealth maximization for the debt and equity holders of a corporation. Specifically, the use of financial instruments for managing risk and enhancing returns, i.e., mutual funds, futures contracts, options, derivatives, and the growing trend in mergers as a means to surviving competitiveness will be assessed. Other topics include cash and liquidity management, credit and inventory management, dividend policy, and leasing. Finally, the impact of government regulation or deregulation on our financial system will be covered. Spring 2010.

Prerequisite: FN 310. Group: II.

FN 315
Small Business Finance
This course focuses on the special place and role of small business in our economy. Emphasis will be on examining the financial planning and budgeting techniques for a small business. Sources of funding, and new and old types of investment opportunities will be explored. Also considered are government's financial regulation and incentive mechanisms as applicable to these small enterprises. Students will be expected to do a semester-long project, applying the techniques of financial management to an actual small business. Fall 2009.

Prerequisite: AC 205. Group: II.

FN 320
International Finance
The globalization of markets has unleashed unprecedented opportunities and challenges for financial managers. This course is based on the recent exciting developments in these international financial markets. Students will learn how financial managers are competing for higher returns and lower risks in global markets. New financial instruments available to multinational corporations for maximizing their shareholders' wealth will be examined. Recent developments in the evolution of the new international monetary system and the role of European integration and its currency, the euro, will be explored. Fall 2011.

Prerequisite: FN 310. Group: II.

First Year Seminars

One engaging experience shared by all first-year students is participation in a First Year Seminar (FYS). These four-credit courses are designed to introduce students to certain areas in our curriculum and to topics about which members of the faculty are passionate. All of the seminars are designed to foster successful academic and social transition to the College. The FYS also introduces students to the principles of inclusive leadership and social responsibility in a climate that encourages respect for the many points of view represented in our diverse community. Course instructors serve as academic advisors to all students enrolled in the course. In the con-
text of the course the advising group will work to develop the skills necessary for academic success and will provide opportunities for students to reflect on their development as learners. Offerings for Fall 2009 include the following:

FYS 101-01
Art of Journal Writing
This course is designed to encourage students to write and reflect about their college experience. It will focus on what journal writing entails, what benefits it can bring, and how to go about keeping a journal. In addition, students will have the opportunity to connect reading and writing and learn how to express their opinions openly and convincingly on numerous significant issues of our time, including body image, language, race, gender, politics, social networking (Facebook, Myspace), video games, and science/religion compatibility.

FYS 101-02
Food and Culture
Food touches everything. It is the foundation of every economy and is a central pawn in the politics of countries and households. Eating is an endless evolving enactment of gender, family, and community relationships. Food evokes memories, involving all the senses. This course examines the social, economic, cultural and psychological aspects of food. Our exploration of food will examine the complex interactions between food and culture, analyzing how individuals, communities and societies identify themselves through food. We will examine the relationships between food and gender, socio-economics, race and ethnicity.

FYS 101-03
Heroes, Heroines, and their Demons: Good vs. Evil
This class focuses on the stories of heroes and heroines and their struggles against demons or evil forces. Stories and visual images are collected from a variety of myths, folk tales, and religions from around the world. Close attention is paid to understanding how heroes and heroines often function as models of virtue and champions of good for individuals and societies throughout history. Connections to contemporary popular culture, e.g. Star Wars and other films, comic books and action heroes, are interwoven throughout the course.

FYS 101-04
Developing Your Emotional Intelligence (EQ)
Emotional intelligence is a learned capacity that results in superior performance in a variety of settings. EQ has five elements that are interdependent and build on one another to increase personal competence. The elements are self-awareness, self-regulation, motivation, empathy, and social skills. People with high emotional intelligence are generally more decisive, positive, organized, original, and persistent. They tend to achieve challenging goals, communicate well, adapt to change, and recover from setbacks faster.

FYS 101-05
Make and Believe: We Are the Stories We Tell
In this seminar we will explore the narrative dimension of human life. From myths to movies and beyond, much of our sense of ourselves, our society and our world is shaped by the stories we learn, create and tell. We will examine this story-making and story-telling capacity, considering what it tells us about ourselves.

FYS 101-06
Space, Place and Community
Get out your computers, smartphones, measuring sticks and pencils. Using both old and new technology our seminar explores how we figure out “where we are” and how we are connected with each other. We will see how maps help us describe our place in space, and how it helps us define our relationships with other people and communities. We will also ask: is the social space of electronic “communities” like Facebook or Myspace really a space? And how do these networks change our connections with each other?

FYS 101-07
Poetry: From the Page to Performance
The origins of poetry are closely allied with song, and the musical effects of words on the page have always been important to poets. Current interest in spoken-word poetry emphasizes the poem as performance. What makes a poem effective on the page? In performance? What are the similarities and differences between these types of poetry? We will explore these questions by reading, analyzing, and writing poetry. At the end of the course, we will present our poems both on the page and in performance.
**FYS 101-08  
Ordinary People, Extraordinary Lives**

What is the process a person goes through as they transform from a white supremacist to an activist for racial equality? What makes someone risk their own life for that of a stranger’s? How does a violent criminal become a promoter of peace?

Being exposed to people’s stories opens our eyes and expands our understanding of the world and ourselves. This course will introduce multiple perspectives through the lens of documentary film and will be a catalyst for our exploration of such themes as social justice, stereotyping, prejudice and discrimination, social activism, the “American Dream” myth, and personal transformation. Readings from a variety of texts, along with class discussions and exercises, will supplement our learning and help us to more deeply explore these themes and make connections to theory within multiple academic disciplines.

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**French**

**FR 101  
Elementary French I**

A basic foundation in grammar with intensive oral exercises and interactive activities. Appropriate software, videos, films, and laboratory exercises emphasize oral/aural proficiency. Open to students who have had no French. **Fall. Group: I.**

**FR 102  
Elementary French II**

Continued emphasis on the development of communication skills (oral, aural, and written). The study of short texts introduces the language, life, and customs of France and francophone countries. **Spring.**  
Prerequisite: French 101 or the equivalent. **Group: I.**

**FR 201  
Intermediate French I**

Achieve oral/aural proficiency through a review of grammar, computerized language assignments, and also the reading and discussion of short texts by francophone writers. Laboratory sessions with appropriate software, tapes, videos, and films facilitate easy communication. **Offered selectively.**  
Prerequisite: FR 101, FR 102, or equivalent. **Group: I.**

**FR 202  
Intermediate French II**

Written and oral expression through the study of cultural and literary texts by contemporary writers. Selected grammatical constructions and idiomatic expressions add meaningful dimension to language. Laboratory work includes computerized grammar, student recordings, and oral/aural exercises. **Offered selectively.**  
Prerequisite: FR 201 or equivalent.  
**Group: I.**

**FR 208  
The Sounds of French: A Pronunciation Marathon (2 credits)**

Within the context of short prose texts, poetry, and one-act plays, a study of simple French vowel sounds and basic intonation enhances oral expression and aural comprehension. This course is suitable for students with some knowledge of French who are eager to improve pronunciation and oral/aural skills. **Offered selectively.**  
Prerequisite: FR 101 or permission. This course may not be repeated. **Group: I.**

**FR 245  
Women’s Voices from France and Francophone Countries**

Women’s voices are beginning to take on new importance in the world, after centuries of traditional silence. The purpose of this course is to introduce students to the thoughts, concerns, and talents of women like Colette, Simone de Beauvoir, Marguerite Duras, Annie Ernaux from France, Mariama Ba from Senegal, Assia Djebar from Algeria, Marie Claire Blais from Canada, and Maryse Conde from Guadeloupe. **Offered selectively.**  
Prerequisite: FR 202 or FR 211, or permission. Students from francophone countries welcome. **Group: I.**

**Courses offered selectively:**

**FR 106/206 Language and Culture in France’s Chateaux Country**

**FR 204  
French for Spoken Communication**

**FR 211  
Contemporary France**

**FR 220  
Truth of Love, Love of Truth in French Literature and Cinema**
History

HI 111
United States History I
Examines significant events, movements, and personalities of American national development from 1763 to the Civil War. Emphasis on the relationship between socioeconomic factors and political change. Introduction to the method of historical inquiry by the examination of evidence, the analysis of facts, the development of a narrative and interpretation. Fall. Group: II.

HI 112
United States History II
Examines significant events, movements, and personalities in American history from 1865 to the present. The goal is to broaden understanding of the methods that historians use and the questions they ask, using the subject of American history. Spring. Group: II.

HI 115
World History I
This course will identify and explore the development of distinct civilizations in a global context from approximately 1500 B.C.E. to 1400 CE. Our analysis will focus on the principal theme of the evolution of leading civilizations. As we move through history, we will consider topics like the following: the comparative roles of men and women in the major world religions, how women have participated in various societies and economies, and cultural contact and processes of assimilation and dominance. Fall 2010 and Fall thereafter. Group: II.

HI 116
World History II
This course will identify and explore the major stages in the interaction between and among different peoples and societies around the globe from approximately 1400 CE to the present day. As we move through history, we will consider topics like the following: the comparative roles of men and women in the major world religions, how women have participated in various societies and economies, cultural contact and processes of assimilation and dominance, and the concept of a global community in the post-modern age. Spring. Group: II.

HI 209
The Immigrant Experience
Diaries, memoirs, letters, autobiographies, and histories of immigrants reveal their precarious position in the United States. Expected to aspire to the “American Dream” of success and happiness, immigrants are often denied access to the means for achieving it. Special attention is given to the experience of first-generation immigrants, and through a community service component, students tutor and interview immigrants who are studying English at Pine Manor College. Fall 2010. Group: II.

HI 210
Voices from the Past: Oral History
Studies the collection, interpretation, analysis, and use of oral history as a means to reconstruct the past. Oral history is approached as a component of a larger interdisciplinary approach to understanding the past. Examines related disciplines such as oral tradition, folklore, anthropology and gerontology. Fall 2009 and Spring 2011. Group: II.

HI 218
History of Race and Ethnicity in the Americas
This course will offer an interdisciplinary approach to understanding the role of race and ethnicity in the development and histories of countries in the Americas. Beginning with theories of these two categories of identity and difference, we will explore the ways in which they evolved through examination of conquest, colonialism, slavery and racism, immigration, processes of assimilation, and defining “American.” Spring 2010. Group: II.
HI 220  
**African History**  
Surveys African history from early states and ancient kingdoms through colonialism and independence up to the modern state. Emphasis will be on the continent’s diversity and cultural richness. African historiography from the perspective of interdisciplinary themes including social, economic, political, cultural and communications history will be examined. The role of archaeology and oral traditions in reconstructing the African past will be explored. The significance of African ecology and geography in shaping the continent’s history will be assessed. **Offered selectively. Group: II.**

HI 221  
**African-American History**  
This course examines the experiences of peoples of African descent in the United States from the colonial era to the present. We will focus on a series of moments including the following: African cultures, Western European conquest of Africa and the global slave trade, the experience of African slaves throughout the Americas and the development of distinctive slave cultures, the role of slavery in the political, economic and social climate of the U.S., construction of an African-American identity, abolition and political status, the urban experience, the Harlem Renaissance, and the development of distinctively African-American styles of religion, music, art, and literature, political activism, and the Civil Rights Movement, African-American and Afro-Caribbean experiences in contemporary America. **Offered selectively. Group: II.**

HI/HU 231  
**Reflecting on Contemporary Events**  
Examination and discussion of articles in popular journals. This course encourages critical thought about issues and events shaping our world. Becoming an informed participant in contemporary history, rather than a mere spectator, is central to the course. **Offered selectively. Group: I or II depending upon student registration.**

HI 252  
**Women in American History**  
The story of American women, including the plantation “mistress,” the Puritan ordinary vs. “disorderly” woman, pioneer women and the overland journey, the treatment of slave women, the 19th-century industrial working vs. bourgeois woman, and the suffragists. **Fall 2009. Group: II.**

HI 490  
**Senior Seminar**  
The Senior Seminar focuses on a particular subject or theme. Class discussions and seminar reports develop advanced research and analytical skills. **Spring.**

HI 495  
**Senior Internship**  
The capstone to four years of study in the major, offering the student the opportunity to use her knowledge and skills in the workplace. Each student works 16 hours per week at an appropriate site chosen with regard to career intentions and focus within the major. Requires weekly on-campus meetings of all HI/AH 495 interns. **Fall.**

IDS 389  
**Empire and Resistance**  
Refer to description on page 110.

IDS 390  
**Boston Through Its Writers**  
Refer to description on page 110.

**Humanities**

HU/HI 231  
**Reflecting on Contemporary Events**  
Examination and discussion of articles in popular journals. This course encourages critical thought about issues and events shaping our world. Becoming an informed participant in contemporary history, rather than a mere spectator, is central to the course. **Offered selectively. Group: I or II depending upon student registration.**

HU 251  
**Time, Change, and Death: The Meanings of Mortality**  
An examination of various ways in which human beings attempt to come to grips with, and sometimes deny, the awareness of their mortality. Considers such questions as: How do human beings react to the awareness that they are going to die? What are some of the ways human beings express grief? How do dominant cultural attitudes toward ag-
ing and death influence individual attitudes toward these phenomena? Readings include philosophical, theological, and psychological material. Offered selectively. Group: I.

Interdisciplinary Courses

EXL 115
The Conflict Initiative: Assessing Our Community (2 credits)
This experiential, project-based course will engage students around the topic of conflict and how it manifests itself here at Pine Manor College. Students will work together to conduct a needs assessment of our community in relation to conflict and, upon its completion, will begin the process of developing a set of potential strategies designed to impact relationship-building on campus and help our community to function better as a whole. This course is open to First Year students only. Offered selectively.

IDS/WS 101
Defining Women: Landmark Issues in Women’s Studies
An introductory, interdisciplinary course examining how recent studies have changed traditional concepts of women and men. Drawing on materials from such fields as literature, history, anthropology, biology, psychology, sociology, religion, and the arts, and analyzing women’s emerging voices in the 20th century, WS 101 explores women’s experiences and the breadth of women’s achievements. Fall 2009. Group: IDS.

IDS/AN 120
Communicating Identities in the Global Culture
This course focuses on communication as the hub that interrelates people, commodities, and ideas in the global era. Through topics such as mass media, tourism, advertising, and indigenous forms of cultural expression, we look at the ways in which people build and maintain unique identities, while also participating in a global environment that has erased traditional cultural borders and boundaries. Fall 2009. Group: IDS or II.

IDS 123
A World of Patterns: Mathematics in Nature and the Arts
In this interdisciplinary course, the student examines the connections between the underlying scientific principles of number, ratio, and pattern in nature and how humans have employed them in a variety of ways. This course bridges the study of number, ratio, and pattern with the functional and symbolic numerical relationships underlying art, architecture, music, philosophy, religion, and science. Successful completion of this course fulfills the Pine Manor College quantitative reasoning requirement. Spring 2010. Group: IDS.

IDS 141
Law, Literature, and Popular Culture
This course introduces students to themes of law and justice, and focuses on ways in which popular culture shapes and reflects our understanding of these themes. Topics include the image of lawyer as hero, villain, or fool; the pursuit of justice in movies and television; and the relationship between popular culture and the courtroom. The course draws from a variety of literary and contemporary works such as To Kill A Mockingbird, Inherit the Wind, Separate But Equal, A Civil Action, My Cousin Vinny, The Accused, The Verdict, The Pelican Brief, and television series such as Perry Mason, Ally McBeal, The Practice, and Judging Amy. Fall. Group: IDS.

IDS 145
Alternative Spring Break (2 credits)
In this course, students will engage in a one-week intensive, collaborative learning experience, during Spring Break, providing service for an area struck by either a natural disaster or by grave and on-going social/economic disadvantage (e.g., New Orleans or Appalachia). Prior to the trip, students will gain an understanding of the social, cultural and political context of the area to which they will be traveling and providing service. Students will also gain knowledge of the area’s history, as well as its present condition. Following the trip, students will process their experiences and make a presentation to the Pine Manor College community. (Class meets for four weeks prior to and three weeks after Spring Break.). Spring. Application and permission required.
IDS 200  
**Inclusive Leadership and Social Responsibility**  
This course is designed as a conceptual and experiential study of leadership for social change, drawing on concepts from sociology, psychology, and other related disciplines. Students become familiar with traditional and new leadership models, concepts, and skills, with particular emphasis on inclusive leadership processes and how they can be used to promote the common good. Through a variety of readings, discussion, and community projects, students have the opportunity to develop an awareness of their own leadership skills, abilities, and potential.  
**Spring.**  
**Prerequisite:** Sophomore status.

IDS 201  
**Mentoring (2 credits)**  
This course assists the student in developing mentoring skills. Students will mentor youth in a one on one or group setting. In keeping with the college’s mission of inclusive leadership and social responsibility, the course will focus on developing leadership skill, interpersonal communication and service to the community. Issues related to mentoring will be examined through a combination of readings, discussions, papers, and reflections on field experience. The course can be repeated.  
**Fall and Spring.**

IDS 202  
**Mentoring Practicum (2 credits)**  
This course is intended for students who have already successfully completed IDS 201: Mentoring. Students in this course have already been trained as mentors and have learned the skills necessary to be effective mentors. The purpose of this course is to allow students to continue the mentoring relationship they have developed and to provide them with an opportunity to reflect on an ongoing mentoring relationship. They will use what they learned in the previous mentoring seminar to deepen their relationship with their mentee and take the relationship to the next level. The course can be repeated.  
**Fall and Spring.**  
**Prerequisite:** IDS 201 or permission.

IDS 222  
**Murder, She Wrote: Using Science to Solve Crimes**  
Introduces basic concepts in conventional forensic serology, forensic anthropology, forensic pathology, and bloodstain pattern analysis. In addition, techniques used in autopsy, time of death determination, decomposition, trauma, toxicology, drug identification, and DNA analysis will be considered. Case histories will be presented in order to determine how the pieces of data accumulated by analytical techniques are formulated into a final explanation by forensic scientists.  
**Fall 2009 and alternate years. Group: IDS.**

IDS 250  
**Inclusive Leadership and Social Responsibility: Community Applications**  
Building on the knowledge and practice of inclusive leadership and social responsibility which students gain in IDS 200, IDS 250 will have students taking a more in-depth look at the concepts of ilsr and, more specifically, how to utilize ilsr in their own lives and how to apply the concepts of ilsr in the service of a community partner, through a semester-long service-learning group project. Students will also explore further the role of diversity and conflict resolution in the practice of ilsr. Discussion topics will include the roles of both diversity and creativity in ilsr, systems thinking, the idea of common good, and challenges to inclusive leadership and strategies to overcome them.  
**Fall 2010.**  
**Prerequisite:** IDS 200.

IDS 270  
**Culture, Consumption, and Identity**  
Focuses on the analysis of physical objects as they reflect and shape the values of society and the way we view our world. Objects are examined within the context of their function, appearance, and effectiveness from a host of different perspectives. Topics covered include: objects and artifacts in everyday life; what is cultural criticism; what is material culture; what is popular culture; the significance of fashion; advertisements and icons; malls and values.  
**Fall 2010 and alternate years. Group: IDS.**
IDS 310
Contemporary Issues in Social Responsibility
This course invites students to consider various aspects of the notion of social responsibility, as well as to identify and reflect upon various contemporary issues that present challenges for those who seek to live socially responsible, civically engaged lives. **Spring 2010 and alternate years.**
Prerequisites: CC 112 and at least sophomore status or permission of the instructor.

IDS 389
Empire and Resistance
How are literary works related to the culture in which they are written and read? This general question takes a more particular form when we turn to Britain, the great imperial world power of the nineteenth and twentieth centuries. The course begins with a history of the rise and domination of British imperialism. It then considers several literary works in the historical context of imperialism in the West Indies, India, Africa, and Ireland. Two British novels (Jane Eyre and Heart of Darkness) are paired with later twentieth-century responses to them from Antigua and the Sudan (Wide Sargasso Sea and Season of Migration to the North). We will read each literary work along with historical texts to demonstrate how imperial movements and resistance to them shaped nineteenth- and twentieth-century culture. **Fall 2009.**
Prerequisite: Any EN or HI course or permission of the instructor. Group: IDS

IDS 390
Boston Through Its Writers
See and explore Boston as you never have before! This interdisciplinary course focuses on Boston and the various cultural and socio-political forces that have defined it and shaped it over the years. Primary focus is placed upon literary works produced in Boston or which deal with Boston as a theme, including the work of John Winthrop, Phillis Wheatley, Henry Wadsworth Longfellow, Louisa May Alcott, and Henry James. This rich material will be organized into major historical periods, e.g. colonial, nineteenth century, etc., with an extensive analysis of the social and cultural history and art/architecture produced in each period. There will be field trips to various locations throughout Boston. **Spring 2010 and alternate years.**
Prerequisite: Any lower-level AH, EN, HI, or SPS course or permission of the instructor. Group: IDS

IDS 495
Senior Internship for Double Majors (8 credits)
This is a special internship designation for students completing the requirements for two majors simultaneously. A student completing a double major must find an internship site that satisfies the learning objectives of each major. She is required to complete her obligations to the site as she would for a single major internship—sixteen hours per week for twelve weeks. In addition, she must attend the internship seminars in each major and complete all of the work requirements of those seminars, such as papers, journals, etc. **Fall.**
Prerequisite: Senior status and approval by faculty in each major.

IR 399
Independent Research (2 credits)
Each student works with one faculty member and carries out a research project under faculty supervision, or works with faculty collaborating on research. Time commitment: 5–10 hours per week. May be repeated once for credit. **Fall and Spring.**
Prerequisite: Set by individual disciplines.

TA 390
Teaching Assistant (TA) (2 credits)
After successful completion of a course, students have the opportunity to return as a TA for the course. The student attends the classes, for which she is the TA, and assists the faculty in preparing the course, designing exams and assignments, assists in grading material, and may lead class lectures and/or class discussions. Time commitment of 5 to 10 hours per week. Ordinarily, there is a limit of one Teaching Assistant per course; minimum course enrollment of ten. May be repeated once for credit. Students will receive CR/NC. **Fall and Spring.**
Prerequisite: Ordinarily, a Teaching Assistant should be a junior or senior with a major in the field. A Teaching Assistant must have a GPA of 3.0 or better in the discipline. Ordinarily, a Teaching Assistant should have completed the course with a grade of “B” or better. Successful completion of the course for which the student will serve as TA. Guidelines set by individual disciplines.
**Courses offered selectively:**

IDS 260  Creativity in Life and Work

IDS 262  Metaphorical Thinking: Explosions of a Hidden Likeness

HI/HU 231  Reflecting on Contemporary Events (Refer to description on page 107.)

IDS 220  Icons and Images in Ireland

**Internships**

**IN 195**

**Intersession Internship**

This 2-credit exploratory internship provides the student with the opportunity to investigate a field of work or career area during a period of time outside the normal academic calendar. The internship must include an academic component and 90 supervised, on-site hours. Students must submit written proposals outlining their internship one month prior to the start of the experience. Proposals need the approval of the Director of Internships and Career Services and the faculty sponsor. Must be taken on a CR/NC basis. Scheduled as appropriate.

**IN 295**

**Exploratory Internship**

An exploratory-level internship that provides an introduction to a field, that links academic studies with the world of work. The student spends a minimum of 8 hours per week for a semester on-site with a work supervisor and participates in a regularly scheduled seminar. **Fall, Spring, and Summer.** In certain circumstances, local summer internships may be available. Consultation with Dean of the College and Director of Internships and Career Services required by April 30.

**Prerequisite:** Satisfactory completion of the first semester of the first year and approval from the Director of Internships and Career Services.

**IN 495**

**Senior Internships**

Required senior internships (495s) are offered within each major. See appropriate major for specific information.

**Liberal Studies**

**LS 220**

**Great Ideas in Science and Technology**

This course explores the world of ideas and their relationship to the development of technology. The course covers early ideas in the relationships of the planets and the earth through the modern concepts of computers and atomic technology. The course provides an historical view of the world of science and technology and its role in the advancement of peoples. This course is designed to satisfy the requirements for Massachusetts teacher licensure in elementary education. **Spring 2010 and alternate years.**

**Group:** IDS.

**LS 230**

**World Geography**

This course explores the subject of geography in multidimensional ways. The world is discussed in spatial terms—how to use maps to organize information regarding population and region. Physical systems are also discussed—the physical characteristics that affect population, migration, and economic interdependence. Places, regions, and their effect on the culture and experience of peoples are also explored. This course is designed to satisfy the requirements for Massachusetts teacher licensure in elementary education in its coverage of “basic geographical principles and concepts,” as well as related “economic principles and concepts.” **Spring 2010 and alternate years.**

**Group:** IDS.

**Courses offered selectively:**

LS 101  Introduction to Liberal Studies

LS 490  Contemporary Issues in Social Responsibility
Management

MN 101
Understanding Business in a Changing World
This course provides an opportunity to learn the role business plays in society on a national and international level. Students will have the opportunity to explore their roles as consumers, employees, or investors. They will have the opportunity to learn about socially responsible companies, to learn how global politics impacts business strategy, and the leadership styles of their executives, identifying inclusive leadership styles. This course provides a useful link between liberal arts studies and the business world. Fall and Spring. Group: II

MN 211
Management Principles
The managerial activities of planning, organizing, staffing, leading, and controlling are examined as they are carried out at various levels in profit, nonprofit, and governmental institutions. Students will develop analytical, problem-solving, and decision-making skills. Special attention is given to the leadership styles of managers, particularly the inclusive leadership model. Fall. Group: II

MN 220
Organizational Change: Strategies and Methods
Organizational Change: Strategies and Methods is a multi-disciplinary course incorporating organizational change contracting, strategic change analysis and planning, intervention methods, and change skills development. The mission of the course is to introduce students to the world of facilitating organizational change as it’s actually practiced. There is a mix of course content in the form of change models based on an organization’s needs and the methods used by practitioners to achieve planned change goals. There is also an emphasis on inclusive leadership, social responsibility, and communication skills typically required to manage and improve organizational effectiveness. The course would make use of lectures, case analysis, and experiential exercises. The course is specifically intended for students who are majoring, or are seriously considering a major, in Management and Organizational Change. Spring. Prerequisite: MN 101, MN 211, or permission. Group: II

MN 250
Quantitative Methods for Business
This course covers a wide range of topics, including: markups, markdowns, annuities, sinking funds, inventory, overheads, installment buying, trade and cash discounts, financial ratios, economic indicators, probability and demographic statistics. Students learn to compute and interpret basic quantitative data in the areas of business and economics. MN 250 is a required course for the major in Economic and Financial Systems. Spring 2010, Fall 2010, Fall 2011. Prerequisite: MA 102 or equivalent. Group: II.

MN 251
Methods for Managerial Decision Making
This course exposes students to the quantitative and qualitative tools necessary for managerial problem-solving, decision-making, and other key analytical tasks. MN 251 is a core requirement for the major in Management and Organizational Change. Fall. Prerequisite: MN 211 or permission. Group: II.

MN 260
International Business
The effects of diverse political, economic, and social systems on global business are explored in this course. Students will examine the impact of multinational companies on their host countries and how international business is necessary for business success. Fall 2010 and alternate years. Group: II.

MN 270
The Nonprofit Organization
This course exposes students to the role and scope of the nonprofit organization in our country. Specific topics include: voluntary organization management and leadership; inclusive leadership style; the dynamic functions and membership structure of nonprofit organizations, including staff, board, and other volunteer relations; governance and management of nonprofit organizations; resource mobilization; program development, management, and evaluation; scope of philanthropy; and the role of volunteerism in a democratic society. Spring 2010 and alternate years. Group: II.
MN 301
Human Resource Management
Starting with the critical HR functions of recruitment, selection, training, evaluation, and compensation in organizations, this course explores the range of behaviors and issues involved in managing an organization’s crucial resource—its employees. Topics covered include leadership development, mentoring, assessment, appraisal, affirmative action, sexual harassment, union/management relations, safety and health issues. Creative approaches to promoting motivation and inclusive leadership in the workplace are explored. **Fall 2010 and alternate years.**
**Prerequisite:** MN 211. Group II

MN 304
Business Leadership and Organizational Behavior
Organizations continue to grow more complex as mergers, acquisitions, and increasingly sophisticated technologies tie together far-flung domestic and international operations. This course provides learners with an understanding of the dynamics of organizations, as they explore management practices and new models of leadership, including the inclusive leadership model. Particular emphasis is placed on the importance of the business leader's style and its relationship to the effectiveness of the organization, both from an internal and external customer satisfaction standpoint. Using simulations, case studies, experiential exercises and readings, students explore how leaders operate in organizations as they accomplish goals, and adapt to change. **Spring.**
**Prerequisite:** MN 211. Group: II.

MN 328
Entrepreneurship
What is involved in starting a new business venture? Students learn about the start-up process, including how to assess opportunities, obtain financing, and plan for launching, managing and marketing the new business. Preparing a written business plan is a key component of this course. **Fall 2010 and alternate years.**
**Prerequisite:** MN 211 Group: II.

MN 341
Business Law
A variety of legal principles and considerations affecting business operations are explored. Specific areas of the law covered include forms of business organization, contracts, personal injury law (including product liability), labor and employment law, consumer protection, and real estate law. **Spring 2010 and alternate years.**
**Prerequisite:** Sophomore status or permission. **Group:** II.

MN 401
Business Policy and Strategy
The capstone course in the Economic and Financial Systems Program integrates knowledge gained in the functional areas of management (economics, accounting, finance, marketing) through the development of strategies designed to ensure the character and success of profit and nonprofit organizations. Using readings and cases from the public and private sectors, MN 401 examines the impact of various strategies on ongoing enterprises. **Spring.**
**Prerequisite:** Senior status. **Group:** II.

MN 402
Senior Seminar in Managerial and Organizational Change
The capstone course in the Management and Organizational Change Program serves to integrate the knowledge and skills gained through the Development of Managerial and Organizational Change Strategies in order to ensure the character and success of profit and nonprofit organizations. **Spring.**
**Prerequisite:** Senior status. **Group:** II.

MN 495
Senior Internship (6 credits)
The internship provides a carefully selected work experience in an organizational setting related to each student’s special interests and career goals. Interns work a minimum of 16 hours per week at corporate and nonprofit sites, where they acquire and enhance their career skills. A required weekly seminar focuses on issues arising in the workplace. Students keep a journal, read articles related to their work experience, and consolidate their learning in a final presentation. The deadline for completing interim contracts for MN 495 is the last day of classes of the previous semester. **Fall.**
**Prerequisite:** Senior status or permission of the B.A. Coordinator and approval from the instructor and Director of Internships and Career Services. **Group:** II.
Courses offered selectively:

MN 305 International Human Resource Management

Marketing

MK 221
Marketing Principles
Marketing activities are critical to the survival and growth of any organization. MK 221 explores the product development, pricing, promotion, and distribution of products, services, and ideas. This course introduces students to the importance of the “marketing concept” and customer focus, as well as socially responsible marketing. Fall. Group: II.

MK 322
Marketing Research
Students learn the qualitative and quantitative tools and techniques used to answer questions about how best to meet the needs of a target audience. Topics include research design, data collection methodologies, questionnaire construction, focus groups, analysis, and interpretation and reporting of research results. Spring 2010 and alternate years. Prerequisite: MK 221; Group: II.

MK 324
Advertising
Students study the advertising industry and explore the role of advertising agencies and how businesses use advertising, publicity, and sales promotion. Students study advertising from both an account and creative viewpoint and formulate advertising strategies and campaigns. Fall 2010 and alternate years. Prerequisite: MK 221 or permission. Group: II.

MK 328
Direct Marketing
How do you sell directly to the customer? Direct mail, catalog, TV home shopping, and the Internet are some direct marketing methods. Students learn to reach selected target markets and understand how to manage direct response programs within the framework of a company’s overall marketing strategy. Spring 2011 and alternate years. Prerequisite: MK 221. Group: II.

Mathematics

MA 101
Foundations of Mathematics
This course reinforces basic mathematical concepts and operations through a problem-solving approach. Basic mathematical concepts are illustrated through applications taken from real life and many academic disciplines. Major topics include fractions, decimals, and percents. Students then progress to MA 102, Essential Algebra, or another designated Quantitative Reasoning course, in order to complete the quantitative reasoning requirement. Fall and Spring. Prerequisite: Placement.

MA 102
Essential Algebra
This course includes the study of exponents, solutions of linear equations, inequalities, factoring, coordinate geometry, and graphing. Emphasis is placed on problem-solving using algebraic techniques and practical applications. Successful completion of this course fulfills the Pine Manor College quantitative reasoning requirement. Fall and Spring. Prerequisite: MA 101 or placement.

MA 103
Geometry and Measurement
This course includes the study of measurement, lines, planes, angles, triangles, circles, polygons, and three dimensional objects. Emphasis is placed on utilizing intuitive geometric reasoning, visualization techniques, and practical applications. Deductive and in-
ductive reasoning will be utilized, and an understanding of proof and logic is developed. Students will have the opportunity to engage in geometric construction using straightedges, compasses, and protractors. This course fulfills the Pine Manor College quantitative reasoning requirement. **Spring.**

**Prerequisite:** MA 101 or placement.

### MA 105  
**Data Matters**

Do you buy lottery tickets? How likely are you to win? Is it true that the life expectancy in poor countries could be increased by giving televisions to the citizens of the countries? This course will prepare students to understand, present and assess statistical information, and to become critical and capable consumers of everyday statistics found in the news and in a variety of disciplines. Students who have completed MA 205 (Introduction to Statistics) may not enroll in MA 105. MA 105 will not replace MA 205 or BI 289 as a required course in the B.S. in Biology. Successful completion of this course fulfills the Pine Manor College quantitative reasoning requirement. **Offered selectively.**

**Prerequisite:** MA 101 or placement.

### MA 108  
**Algebra II**

This course includes the study of polynomial and rational expressions, radicals, systems of equations, quadratics, and functions. Emphasis is placed on problem-solving using algebraic techniques and practical applications. This course fulfills the Pine Manor College quantitative reasoning requirement. **Fall.**

**Prerequisite:** MA 102 or placement.

### MA 110  
**Precalculus**

In this course, students explore the basic concept of functions and relations. Topics covered include the properties and graphs of linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. This course is strongly recommended for students planning to major in education or science. **Spring.**

**Prerequisite:** MA 108 or permission.  
**Group:** III.

### MA 115  
**Calculus I**

Students are introduced to the concepts of limits, continuity, differentiation of algebraic and trigonometric functions. The discussion of each of these topics includes the practical application of the mathematical concepts studied. Students have the opportunity to use graphing calculators to help create models and make reasonable predictions. **Fall.**

**Prerequisite:** MA 110 or permission.  
**Group:** III.

### MA 116  
**Calculus II**

Methods of integration are introduced. Other topics include differentiation and integration of inverse trigonometric, exponential, and logarithmic functions and improper integrals. **Spring as needed.**

**Prerequisite:** MA 115 or permission.  
**Group:** III.

### IDS 123  
**A World of Patterns: Mathematics in Nature and the Arts**

In this interdisciplinary course, the student examines the connections between the underlying scientific principles of number, ratio, and pattern in nature and how humans have employed them in a variety of ways. This course bridges the study of number, ratio, and pattern with the functional and symbolic numerical relationships underlying art, architecture, music, philosophy, religion, and science. Successful completion of this course fulfills the Pine Manor College quantitative reasoning requirement. **Spring 2010.**

**Group:** IDS.

### MA 205  
**Introduction to Statistics**

The fundamentals of descriptive and inferential statistics, including the normal distribution, sampling distributions, estimation, hypothesis testing, analysis of variance, chi-square tests, and linear correlation and regression. Students learn to use statistical software. Each student completes an independent project involving the collection, presentation, and analysis of data. **Offered selectively.**

**Prerequisite:** Sophomore standing and MA 102 or equivalent, or permission.  
**Group:** III.
Music

MU 101
Introduction to Music
Emphasizing informed and perceptive listening, this course introduces students to the elements of music: melody, rhythm, harmony, texture, color, and form. In addition, students explore repertoire and musical styles representing a variety of cultures and their historical, social and political contexts. Fall. Group: IV.

MU 121
Music in Live Performance
Students will prepare for and attend seven concerts in the Boston area, each representing different styles and forms of music from classical, musical theater, world and jazz repertories. Class time is devoted to the acquisition of background information about various types of music, preparation for concerts, and discussion of past performances. Minimal ticket and transportation fee. Spring. Group: IV.

MU 141
Singing I (2 credits)
Students learn the fundamentals of good singing, from breathing and posture to the basics of sight-reading. The class will prepare and perform appropriate ensemble works ranging from classical and folk, to gospel and popular styles. Fall. Group: IV.**

MU 142
Singing II (2 credits)
This is a continuation of MU 141 Singing I. Spring. Prerequisite: MU 141 or permission of the instructor. Group: IV.**

MU 200
Making Music
Through this introduction to the language of music, students will learn the basics of rhythm and pitch, music notation, the structure of the keyboard, the nature of intervals, major and minor scales and keys, and the structure and relationships of diatonic triads. A primary goal will be ear-training through performance exercises and creative activities. Students will also learn to create music through Garage Band, a program for Mac computers. MU 200 is designed for singers, instrumentalists, future teachers who may use music to work with children, would-be composers and music minors who wish to become musically literate. The course is open as well to any other students who would like to increase their appreciation of all styles of music through a greater understanding of the basics. Spring 2010 and alternate years. Group: IV.

MU/ED 210
Music and Movement for Children
Appropriate for education students as well as other students with an interest in music; this course is designed to give students knowledge about music that will be useful to them in working with children. Basic skills of singing, playing the recorder, and sight-reading will be introduced. Also, students will learn singing and movement games that will develop children’s musical and rhythmic sensibilities. Fall. Group: II or IV, depending upon student registration.

MU/WS 240
Women in Music
This course is an elective for students with an interest in music or in Women's Studies. Topics include: women as amateur and professional performers, teachers, patrons, composers, conductors and initiators of social change through music. The course considers the unique contributions of such outstanding women as Clara Schuman and Marian Anderson in classical music, Billie Holiday in jazz and Miriam Makeba in world music. We will also consider the role of women in folk music, rock music, rap music and music videos. Spring 2011 and in alternate years. Group: IV or IDS.

MU 299
Opera con Brio
Refer to page 66 for more information.

Vocal Performance
(2 credits each semester)
Students in the Vocal Performance Class collaborate to learn a program of diverse music to be presented at a public concert at the end of the semester. The program will include music from a variety of periods and styles, in English and foreign languages. There are opportunities for solo work, but emphasis is on learning to sing within a section. Students should complete either Singing I (MU 141) and Singing II (MU142) prior to taking Vocal Performance, or have permission from the instructor based on prior experience and/or ability. Fall and Spring. Group: IV.**
Students in the first year of Vocal Performance class will master a set of vocal exercises and learn the basics of vocal production including breathing, posture, intonation, and diction. They will learn to blend their voices in a section and balance their section with others when singing harmony. A vocabulary of musical terms and symbols will be covered, and students will begin the process of learning to read music. They will also learn choral discipline.

Students in the second year of Vocal Performance class will continue to build on the skills gained the previous year. They will begin to take a leadership role within their section, sharing their knowledge and setting an example for new students.

Students in the third year of Vocal Performance class will continue to build on skills and knowledge gained in previous years. They will be expected to become leaders within their sections by leading sectional rehearsals and helping and encouraging newer students.

Students in the fourth year of Vocal Performance class will continue to build on skills and knowledge gained the previous years. They may take a leadership role within the entire group. Some ways in which the student might exercise their leadership role might be to work with the director to plan a program, teach a song to the class, or learn to conduct a song in the concert.

Students who wish a less expensive option for Private Instruction in Voice may take half-lessons of 30 minutes each for a fee of $300 per semester with the permission of the instructor, Gail Abbey. Two credits for a course such as MU 143, usually taught in one semester, would thus be earned at the end of one year by students choosing the half-lesson option for Private Instruction in Voice. The option of half-lessons is not available for private instruction in an instrument. **Fall and Spring. Group: IV.**

**A pair of related 2-credit courses may be counted for degree requirements as a 4-credit unit upon completion of the second course. See page 39. Students may satisfy one Group IV requirement with a pair of related 2-credit courses in private instruction or singing.

**Philosophy**

**PH 102**

*Philosophical Perspectives*
Examination of differing traditional and contemporary views of such basic philosophical problems as: What can we know? Are moral judgments relative? Is human behavior free? Emphasis on analysis of differing arguments, thus encouraging students to develop a capacity for philosophical reasoning. **Fall 2010 and alternate years. Group: I.**

**PH 241**

*Personal and Professional Ethics*
After a brief introduction to basic theoretical perspectives in ethics, students identify, analyze and discuss various ethical perplexities that arise in personal and professional life. **Spring 2011 and alternate years. Group: I.**

**PH 261**

*Business Ethics and Corporate Social Responsibility*
This course introduces students to the ethical dimensions of managerial decision-making by exploring such concepts as stakeholder theory, social justice, and human rights. **Fall 2009 and alternate years. Group: I.**

**IDS 270**

*Culture, Consumption, and Identity*
Refer to description on page 109.
Courses offered selectively:

PH 105  Language, Logic, and Reasoning
PH 211  Ethical Theory
PH 214  Social and Political Philosophy

Physical Education and Athletics

PE 102  Pilates (.5 credit)

PE 115  Yoga (.5 credit)

PE 117  Aerobics (.5 credit)
Fall and Spring.

PE 150  Self-Defense for College Women
(1 credit)
This course is offered by the town of Brookline. Students earn one credit upon
proof of successful completion of this course.

PE 200  Directed Study in Physical Education
(.5 credit)
Students who are interested in athletics but
do not have the requisite skill/conditioning
level to be a varsity player, are given the alter-
native of becoming a student team manager
or student athletic trainer. The role of team
manager includes organization and statistical
record-keeping for each athletic team. The
role of the student athletic trainer includes
organization, record keeping, policy execu-
tion in a healthcare setting, basic skills in
injury management and taping techniques.
Fall, Winter 1, Winter 2, and Spring.
Prerequisite: Permission of Athletics
Department.

PE 210  Responding to Emergencies:
American Red Cross CPR and First Aid
Certification (.5 credit)
Provides the knowledge and skills necessary
in an emergency to help sustain life, reduce
pain, and minimize the consequences of in-
jury or sudden illness until professional med-
ical help arrives. Topics include: adult CPR;
acute injury care; medical emergencies such
as poisoning, substance abuse, burns and
cold exposure; rescue procedure and healthy
lifestyles. Each student earns American Red
Cross Certification upon successful comple-
tion. Fee.

Team Sports

PE 112  Club Golf (.5 credit)
Spring.

PE 310  Varsity Volleyball (1 credit)
Fall.

PE 320  Varsity Soccer (1 credit)
Fall.

PE 330  Varsity Cross-Country (1 credit)
Fall.

PE 340  Varsity Tennis (1 credit)
Fall.

PE 350  Varsity Basketball (1 credit per semes-
ter)
Fall and Spring.

PE 370  Varsity Softball (1 credit)
Spring.

PE 390  Varsity Lacrosse (1 credit)
Spring.
Physics

PHY 102
Principles of Physics I (5 credits)
This is an algebra-based course with emphasis placed on understanding through problem-solving. Topics include classical mechanics, Newton’s laws, energy, oscillation, wave mechanics, and acoustics. Principles and concepts are explained through applications to the life sciences, sports, and other appropriate topics. A 3-hour laboratory augments and illustrates material covered in class. Offered selectively. Prerequisite: MA 102 or permission.

PHY 103
Principles of Physics II (5 credits)
A continuation of PHY 102, topics in this course include the basics of electricity and magnetism, the properties of matter, wave phenomena, optics, the structure of matter, and radioactivity. The class continues application-based principles and concepts as in PHY 102 with the addition of biotechnology. A 3-hour laboratory augments and illustrates material covered in class. Offered selectively. Prerequisite: PHY 102 or permission.

Political Science

PS 101
Introduction to Politics
Discussion of basic political concepts and values, explaining how governments make decisions and how individuals and groups affect those decisions. During the summer session, the course uses Boston as a “model” for understanding politics and political analysis. The class makes several field trips to historical, political, and community locations in the city. Summer. Group: II.

PS 111
American Government and Politics
Introductory description and analysis of the politics of American institutions, with special emphasis on current policy questions such as crime, abortion, welfare, and health-care. Spring. Group: II.

PS 131
International Relations
Introduction to conflict, competition, and cooperation among nations, discussing issues such as causes of war, the role of diplomacy in resolving international conflict, and the impact of economic competition in world politics. Fall 2010 and alternate years. Group: II.

PS 201
Comparative Politics
Students compare the political structures, political culture and performance of democratic and non-democratic political systems, through a focus on selected countries such as Great Britain, France, China, South Africa and others. Topics include the role of government in the economy, the role of women, religion and ethnic conflict, and the challenges of transitions to democracy. Fall 2009 and alternate years. Group: II.

PS 211
American Foreign Policy
A study of the main problems facing the US in its relations with other nations. A brief survey of US foreign relations, followed by current issues facing US policymakers, such as military intervention, relations with international organizations, international trade, human rights, and the environment. Offered selectively. Group: II.

PS 231
Women in Politics
An examination of the changing role of women in the contemporary US and world politics, which includes a discussion of feminist political theory, women and the legal system, the Equal Rights Amendment, voting and representation. Encourages development of cross-cultural perspective on the politics of women by discussing the changes in the position of women in developing countries brought about by colonization, the “feminization” of global labor, religion, political mobilization, and war. Fall 2009 and alternate years. Group: II.

PS 232
The United Nations
This course examines the roles of international organizations in world politics, focusing on the United Nations system. We will explore the ways in which issues are brought to international bodies, how those organiza-
tions respond, as well as the motivations for governments to join IOs, to cooperate, or to defy collective action. We will come to think critically about the future directions of world politics through our analysis of international collaboration. An important aspect of our course is participation in the National Model United Nations conference in New York. Spring 2011 and alternate years. 
Prerequisite: PS 131 preferred; permission of the instructor is required. Group: II.

PS 241
The American Legal System
This course introduces students to legal concepts and procedures and basic principles of law. Students examine court decisions and their impact on law and justice, and explore the functions and institutions of the American legal system. Discussions focus on constitutional law and interpretation, development of the common law, and selected topics in criminal and civil proceedings. Spring 2010 and alternate years. Prerequisite: Sophomore status. Group: II.

PS/WS 245
Women and the Law
This course examines the law and its impact on the lives of American women. The course explores the principles and processes of legal decision making and considers how laws have been used to both expand and contract the rights of women. The effect of legal status on women’s daily experience is examined and critiqued. Readings from both legal and non-legal texts illustrate the relationship between law and culture and provide a basis for examining the law as an instrument of social policy. Spring 2011 and alternate years. Group: II.

PS 248
Family Law and Children’s Justice
This course examines the legal system’s role in the regulation of families and intervention in the lives of children. Students explore the development of legal and social policy related to child abuse and neglect, parental rights, and the juvenile justice system. Students also consider how violence and sexual abuse affect children and their families. Class discussions focus on literary and autobiographical works, as well as current issues and events. Fall 2010 and alternate years. Group: II.

PS 310
International Organizations
Surveys public and private institutions operating across the boundaries of the territorial nation-state. Reviews public international organizations, which include: the UN and its specialized agencies; regional organizations such as the European Community; and military alliances such as NATO. Studies nongovernmental organizations with major transnational operations, such as multinational business enterprises and worldwide political movements. Offered selectively. Prerequisite: PS 131 or PS 211, or permission. Group: II.

PS 313
Campaigns and Elections in the United States
The process by which Americans nominate and elect candidates to office, emphasizing presidential campaigns, but examining other federal and state elections as well. Topics include historical trends in US elections, contemporary influences on the process (parties, opinion polls, finances, mass media), characteristics of American voters, and proposals for campaign reform. Fall 2012. Prerequisite: Any of the following: SPS 101, PS 101, PS 111, or permission. Group: II.

PS 315
International Political Economy
This interdisciplinary course examines both the structures and evolution of the contemporary international political economy and explores selected problems, such as the application of international economic sanctions and the formulation of development strategies. The focus is on the political-power nexus of international economic issues. The course combines and integrates the tools and techniques of international economic analysis with political science attention to power, change, and the relationships among states and groups in the global system. Spring 2010 and alternate years.

Courses offered selectively:

PS 132 Model United Nations
Psychology

PY 101
Introduction to Psychology (5 credits)
This course focuses on the scientific study of human behavior and provides an introduction to a wide range of topics studied in psychology. Topics include the science of psychology, behavior in social and cultural contexts, growth and development, learning, thinking and intelligence, personality, psychopathology, and treatment. A weekly two-hour laboratory provides scientific and practical experience with psychological phenomena. Fall and Spring. Group: III. Lab.

PY 115
Psychology of Women
This course focuses on women’s biological, psychological, and social development. It examines the effects of female physiological development, gender differences, gender role development and stereotyping, and how being a woman influences personality and other aspects of development throughout the life cycle. Fall 2009 and alternate years. Group: III.

PY 206
Social Psychology
This course focuses on the scientific study of how a person’s behavior is changed by interaction with others. Topics include interpersonal attraction, conformity, prejudice, attitude-changing behavior in groups, and leadership. Fall 2009 and alternate years. Prerequisite: PY 101. Group: III.

PY 211
Theories of Personality
This course focuses on the psychological study of personality. After considering the nature of personality theory, it considers specific and representative theorists, including Freud, Jung, Adler, Murray, Horney, Sullivan, Allport, Skinner, and Rogers. Case studies supplement theoretical considerations. Fall 2010 and alternate years. Prerequisite: PY 101. Group: III.

PY 216
Child Development
This course examines research and theory concerning the physical, cognitive, personality and social development of the child from conception through the end of childhood. Spring. Prerequisite: PY 101 or permission. Group: III.

PY 217
Childhood Disabilities
This course investigates the emotional, intellectual, and physical disorders of childhood: their causes, descriptions, and treatment. Topics include anxiety disorders, mood disorders, conduct disorders, learning disorders, ADHD, language disorders and autistic disorders, and mental retardation. Case studies will be used to supplement and illustrate various childhood disabilities. Spring 2010 and alternate years. Prerequisite: PY 216 or permission. Group: III.

PY 221
Counseling and Interviewing
This course will introduce students to the helping process. This will be done by integrating theory with practice using a multicultural approach. Students will be taught the basic elements of interviewing, along with good listening and responding skills. Issues of self-awareness, confidentiality, and ethics will be addressed. Fall. Prerequisite: Sophomore status. Group: II.

PY 224
Group Dynamics
This course looks theoretically and practically at behavior in primary and secondary groups. Students learn skills to analyze processes and to improve group effectiveness. Topics explored include leadership, communication processes, group development, decision making, conflict, and group maintenance. Spring 2010 and alternate years. Prerequisite: PY 101. Group: II.

PY 231
Abnormal Psychology
What is “normal” and “abnormal” behavior? This course applies theories and case studies to an examination of thought disorders, mood disorders, personality disorders, and problems of adjustment, concluding with a consideration of techniques for promoting mental and emotional health. Spring 2011 and alternate years. Prerequisite: PY 101. Group: III.
PY 234
Cross-Cultural Psychology
This course exposes students to the profound effect of culture on individual development. It provides a balance to Western-centered theory and research, and emphasizes how culture shapes recognition, personality, social relations, and child-rearing. It includes techniques on interaction with individuals of differing cultural backgrounds, research methods used in cross-cultural psychology, and ethnocentric biases in conducting research. **Spring 2011 and alternate years.**
**Prerequisite:** PY 216 or permission.
**Group:** III.

PY 264
The Psychology of Adolescence and Young Adulthood
This course will examine the impact of physical, cognitive, and psychosocial growth on adolescent development. Topics to be addressed are the effects of peers, family, school, and work on adolescent development, as well as key issues and concerns facing today's adolescent. Using case studies and various theoretical perspectives students will be able to analyze adolescent behavior. **Fall 2009 and alternate years.**
**Prerequisite:** PY 101. **Group:** III.

PY 305
Personality and Social Development in Children
This course explores the process of socialization of the child, with particular emphasis on the development of such personality characteristics as aggression, altruism, achievement, attachment, self-control, and morality. The socializing effects of family, child-rearing practices, social class, ethnicity, peer relations, schooling, and broader cultural influences are also examined. **Fall 2010 and alternate years.**
**Prerequisite:** PY 216 or permission. **Group:** III.

PY 307
Children’s Thinking
In this course, students learn about theories and research on children’s intellectual development. Among the topics included will be: Piaget’s theory, information-processing theory and socio-cultural theory, perceptual development, memory, concept formation, social cognition, problem-solving, a brief overview of language development, and the contributions of cognitive development to the learning of academic skills. **Spring 2011 and alternate years.**
**Prerequisite:** PY 216 or permission. **Group:** III.

PY 309
Language Development
This course examines the process of language acquisition in children and adults. Students will learn about the biological, phonological, semantic and syntactical development of language from infancy to adulthood. In addition, the course will focus on the learning and use of language in a social context. Special topics, such as English language learning by children and adults, as well as other second language learning and the development of language in special populations will also be included. The relationship between language development and cognition will also be explored. **Spring 2010 and alternate years.**
**Prerequisite:** PY 216 or permission. **Group:** III.

PY 320
Physiological Psychology
This course examines various human behaviors and the role of neural mechanisms in evoking and controlling such behaviors. Topics include thirst and hunger, sleep and arousal, sexual behavior, emotion, aggression, learning, memory, and mental disorders. It introduces issues of human genetics and medical conditions as appropriate. Emphasis is placed on current research into these behaviors in the fields of biology, psychology, and medicine. **Spring 2011 and alternate years.**
**Prerequisite:** PY 101. **Group:** III.

PY 328
Psychological Testing
This course examines the principles of test construction, ethical issues in testing and specific tests, among them: tests of intelligence, personality, aptitude, and occupational skills. Students become familiar with the administration and scoring of examples of commonly used assessment devices. It is useful for both Psychology and Management majors. **Spring 2011 and alternate years.**
**Prerequisite:** PY 101. **Group:** III.
PY 340  
Research Design and Applied Statistics (5 credits)  
This course introduces students to research methods and statistics used to answer questions posed in applied settings. The basic principles of research design including the posing of hypotheses, development of operational definitions and research measures along with selection of appropriate statistical analyses will be taught with the aim of applying these skills in a real-world setting. Using a community-based research model students are partnered with community members to design a research proposal to answer questions posed by the community. Students learn various research designs, data collection techniques and appropriate statistics to develop a proposal to be carried out in PY 341: Community Based Research Practicum. There is a weekly two-hour lab. Fall.  
Prerequisites: PY 101 and MA 101 or placement. Group: III. Lab.

PY 341  
Community-Based Research Practicum and Applied Statistics (5 Credits)  
Students apply the principles of good research methods and statistics to community-based projects developed in PY 340: Research Design and Applied Statistics, and increase their knowledge of specific methods of relevance to the projects and the field of psychology. The major assignment for the semester is the completion of the research project from the proposal phase to data collection, culminating in the production of an APA research report and presentation to the community. There is a weekly two-hour lab. Spring. Prerequisite: PY340.

PY 345  
Psychology of the Family: Theory and Practice  
This course studies the structure, systems, functions, and development of the family, as well as the roles individuals play within its context. Topics include the definition of family, family-system theory, diverse family structures, dysfunctional families, and family therapy. It also examines families in the larger societal context. Spring 2010 and alternate years.  
Prerequisite: PY 101. Group: III.

PY 348  
Cognitive Psychology  
Contemporary psychology assigns a key role to the scientific study of the “mind.” Theories and research on thinking, perception, attention, memory, categorization, and problem-solving will be examined in this course. Students will apply findings from the field and consider the influence of culture and gender on cognition. PY 348 fulfills the “psychology as a natural science” requirement for Psychology majors. Spring 2010 and alternate years.  
Prerequisite: PY 101. Group: III.

PY 364  
Adult Development and Aging  
This course explores the impact of psychological, social, and physiological changes on the ongoing development of the adult personality. It examines theories of adult socialization and aging as they apply to contemporary society. Fall 2010 and alternate years.  
Prerequisite: PY 101. Group: III.

PY 490  
Senior Seminar  
This course is an intensive examination of a major topic in psychology. Through reading research articles and theoretical papers, students critically examine selected topics in psychology, aiming to integrate a variety of methodologies and conceptual approaches to the subject. An emphasis is placed on perspectives that integrate experiences across the life span. There is a major term paper and presentation exploring in-depth one topic of the student’s choice. Spring.  
Prerequisite: Senior status.

PY 495  
Senior Internship (6 credits)  
This course provides students with firsthand experience in professional settings related to some aspect of the discipline (e.g., clinical, research, educational). At an appropriate site, students apply and evaluate skills and theories learned in psychology classes, as well as acquire new skills. It involves 16 hours a week at the placement site, a weekly seminar focusing on common, work-related issues, relevant readings, and individual presentations. Fall.  
Prerequisites: Senior status and approval from the instructor and Director of Internships and Career Services.
PY 497
Senior Internship II
The skills and abilities learned in PY 495 are used at a different site at the same level of performance, or continued experience at the same site extends and expands the student’s experience. Requires 16 hours per week at the placement site, a journal, a weekly meeting with the faculty sponsor, relevant readings, and a paper relating experience to readings. Spring.
Prerequisites: PY 495 and permission of the B.A. Coordinator and the Director of Internships and Career Services.

Courses offered selectively:
PY 270 Psychology of Sport
PY 300 Psychology of Race, Class, and Gender
PY 338 Sensation and Perception

Religion
RE 100
Introduction to World Religions
Invites students to reflect upon the role that religion plays in human life through an introduction to diverse religious convictions and inspirational traditions. Compares various religious perspectives to discern common and distinctive characteristics. Fall 2009 and alternate years. Group: I.

RE 221
God, Gold, and Gurus: Religion in Contemporary America
Using Tillich’s notion of faith as “ultimate concern,” RE 221 examines a variety of religious convictions in contemporary America, discussing such phenomena as fundamentalism, civil religion, secular humanism, alternative forms of religious experience, and the therapeutic ideal. Spring 2011 and alternate years. Group: I.

Social and Political Systems

SPS 101
Introduction to Social and Political Systems
This course introduces the study of social and political systems, emphasizing human interactions in various types of communities: local, national, and international. Students engage in their own explorations of communities as they learn and apply the concepts of power, identity, and governance. Projects include collaborative work, presentations, field research, and written analyses. Fall and Spring. Group: II.

SPS 150
Peace and Conflict Resolution
This is an introduction to the broad field of peace studies and conflict resolution. The course explores three themes: the causes of conflict and violence between and within communities; the uses of nonviolent action in conflict situations; and methods of conflict resolution. The course also involves a practical application of conflict resolution perspectives and techniques through a service project for the College or the larger community. Spring. Group: II.

SPS 211
Special Topics in Public Policy
Selects a single topic to illustrate the processes and controversies of social policy formulation. Focus varies with each course offering. Topics might include: AIDS, domestic violence, poverty, and/or drugs. Spring 2010 and alternate years.
Prerequisite: Any of the following: SPS 101, PS 101, or permission. Group: II.

SPS 220
Local Action—Global Change
Local communities around the world are facing similar problems, regardless of which part of the globe they inhabit. This course focuses on a selection of broad issues and the questions and struggles inherent in them; topics include human rights and social justice, homelessness, and AIDS. The class explores the local and global manifestations of these problems and develops “action plans” for addressing them. Fall. Prerequisites: Any of the following: AN 101, PS 101, SPS 101 or permission. Group: II.
SPS 305
Social Movements and Social Change
Examines the role of organized social movements in promoting social change. Considers theories of social movements, along with an analysis of their life cycles. Examples include: environmentalism in the US and elsewhere; ethno-regional movements in Europe, North America, and South Africa; sub-cultural movements, e.g., the pro-choice and anti-abortion movements. Fall 2010 and every third year. Prerequisite: Any one of the following: SPS 101, PS 101; or permission. Group: II.

SPS 381
Methods of Social Research
This course introduces students to the social science research process. We will examine the nature of social science research and describe the methods that set it apart from our more common sense attempts at human inquiry. Toward this end, we will engage in a community-based research (CBR) project. CBR is research that is conducted by, for, or with the participation of community members. CBR begins with the identification of research topics by community members. In forming a partnership with an academic institution, community members, faculty, and students work together as a research team at all stages of the research process. Collectively, the research team frames the research question, operationalizes the variables that will be examined, weighs research design alternatives, details sampling techniques to be utilized, collects and analyzes data, and disseminates the results of their work. Fall. Prerequisite: Any one of the following: SPS 101, PS 101. Group: II.

SPS 382
Project Design for Social Research (2 credits)
This course focuses on the process of research design. Students identify a potential social science research project and work through the stages of designing the project. At the end of the course each student will have completed a substantial proposal for a research project, which may be the basis of her senior research project. The course is designed primarily for juniors in the SPS major who have completed the SPS 381, “Methods of Social Research.” The course also may be valuable to students in other majors who wish to undertake research that is essentially social science, such as in business, education, or communication. Spring. Prerequisite: SPS 381, or permission. Group: II.

SPS 490
Senior Seminar
This course is a capstone seminar for the B.A. in social and political systems. Students actively engage in the current debates and research related to the social and political studies program. Each year the substantive focus of the course varies, but may include topics such as immigration, welfare reform, or the relationship between democracy and violence. The course involves a significant independent research project that contributes to the student’s College portfolio. Spring. Group: II.

SPS 495
Senior Internship (6 credits)
Provides students with firsthand experience in professional settings related to sociology and/or political science (e.g., social service and government agencies, research, non-profit organizations). At an appropriate site, students apply and evaluate theories learned in the two disciplines, and acquire new skills that promote career development. Involves 16 hours a week at the placement site, a weekly seminar focusing on common perspectives and work-related issues, relevant and individual presentations. Fall. Prerequisite: Senior status. Group: II.

Sociology

SO 201
Social Problems
Focuses on the processes and consequences of societal reaction to conditions considered to be social problems. Topics include: welfare and poverty, drug use and abuse, healthcare, crime, mental illness, urban and environmental problems, prejudice and discrimination, and domestic violence. Spring 2011 and alternate years. Group: II.

SO 216
Making Morality: The Social Construction of Conformity and Deviance
Examines the social origins of and responses to “normal” and “deviant” behavior. Explores
sociological explanations for why some individuals and groups are defined as being outside of the moral boundaries of a society, as well as the consequences of such definitions for those labeling and being labeled as deviant. Investigates the temporal and cross-cultural variation in definitions of “normal” and “deviant” behavior. Applies theoretical and conceptual insights to a variety of contemporary examples. **Spring 2010 and alternate years. Group: II.**

**SO 240**

**Work, Leisure, and Society**
Examines changes that have taken place in the way Americans work and live, and considers whether these have been entirely beneficial. Topics include: the impact of new technologies, the decline of the professions, and changes in patterns of production and consumption. **Fall 2011 and every third year.**

**Prerequisite:** One of the following: SPS 101, PS 101, SO 201. **Group: II.**

**SO 250**

**The Nature of Prejudice and Discrimination: Intergroup Relations**
Addresses cultural, institutional, and psychological sources of prejudice; basic theories of prejudice; and attitude change and the response of minorities, as illustrated by an analysis of racism, anti-Semitism, ethnic prejudice, gender bias, and homophobia in a cross-cultural perspective. **Fall 2010 and alternate years.**

**Prerequisite:** SPS 101 or SO 201 or permission. **Group: II.**

**SO 252**

**Crime and Delinquency**
Overview of the perspectives of criminality and delinquency, concentrating on the theories of causation: the origins of and the differences between the adult criminal and juvenile justice systems; creation, implementation, and enforcement of criminal laws; and controversial issues relating to both adult and juvenile offenders. **Fall 2009 and alternate years.**

**Prerequisite:** One of the following: SPS 101, PS 111, SO 201 or permission. **Group: II.**

**SO 291**

**Sociological Theory**
Examines classical and contemporary social theories, including modern critical and feminist thinking. **Fall 2009** and every third year.

**Prerequisite:** SPS 101 or permission. **Group: II.**

**SO 310**

**Family in Society**
Examines the family through the family's life cycle. Focuses on contemporary family structures in America. Also uses cross-cultural studies. **Spring 2011 and alternate years.**

**Prerequisite:** AN 101, or SO 201 or SPS 101 or permission. **Group: II.**

**SO 320**

**Health, Medicine, and Society**
Health, illness, and their management are treated as problems in the understanding of sociological theory, society, and the medical professions. The course concentrates on the American healthcare “system,” with comparative material from other countries and cultures. **Spring 2010 and alternate years.**

**Prerequisite:** SO 201, or SPS 101, or permission. **Group: II.**

**SO 330**

**Power and Privilege**
A comparative study of social stratification traces the development of rank and stratification in human society through an evolutionary sequence beginning with prehistory and ending with an analysis of the place of the US among contemporary societies. **Fall 2010 and alternate years.**

**Prerequisite:** SPS 101 or SO 201 or permission. **Group: II.**

**Courses offered selectively:**

**SO 101**  **Introduction to Sociology**

**SO 225**  **Sociology of Sport**
Spanish

SP 101
Elementary Spanish I
Emphasis is on communication in the language while the principles of grammatical structure are introduced. Open to students who have had no Spanish. Fall. Group: I.

SP 102
Elementary Spanish II
Continued emphasis on oral communication and language structure through various interactive activities. Spring. Prerequisite: SP 101 or equivalent. Group: I.

SP 200
Spanish for the Professions
This course emphasizes basic grammatical and conversational structures, as well as selected vocabulary used in professions, including business, medicine, and social services. Focus on professional area may shift according to student interest. A basic knowledge of Spanish is assumed, although the main forms and structures are reviewed. Offered selectively. Prerequisite: SP 101 or equivalent. Group: I.

SP 201
Intermediate Spanish I
Stresses intensive grammar review, with emphasis on vocabulary development for oral and written expression. Readings and Spanish-language videos on contemporary issues, as well as life and culture in Hispanic countries, are a basis for conversation and writing. Offered selectively. Prerequisite: SP 102 or equivalent. Group: I.

SP 202
Intermediate Spanish II
Continuing grammar review with increased emphasis on cultural aspects of contemporary Spain and Latin America through study of modern literary selections, journalism, and Spanish-language videos. Offered selectively. Prerequisite: SP 201 or equivalent. Group: I.

Theatre

TH 100
Performance in the Play (1 credit)
This course recognizes participation in the Fall or Spring play. Experience is not necessary. Students who participate as part of the requirement of another course are not eligible for credit in TH 100. A minimum of 8–12 hours per week for approximately six weeks is required. TH 100 may be repeated for credit. CR/NC only. Fall and Spring. Prerequisite: Audition or permission.

TH 104
Introduction to the Theatre
This course explores the collaborative nature of theatre by examining the contributions of the actor, playwright, director, and designers, as well as their relationship to one another and to theatre architecture, production, management, and criticism. Students attend at least one performance in Boston and participate in classroom exercises and projects. Fall. Group: IV.

TH 105
Improvisation: Playing Seriously
This course is useful for the actor as well as the student who wishes to improve her confidence and develop her imagination, creativity, spontaneity and collaborative skills. Improvisation exercises using story-telling strategies and character development will lead to a final in-class performance. Spring 2010 and alternate years. Group: IV.

TH 141
Design and Building for the Theatre
This course provides practical production experience in scene design, set construction, painting, properties, lighting, and stage management. Participation in Pine Manor College productions must be completed to receive credit for this course. Fall and Spring. Group: IV.

TH 211
Acting I: Scene Study
TH 211 is an introduction to acting. Monologue and scene work are complemented by technique exercises, emphasizing emotion, movement, and voice. Actors begin with simple actions as a way to understand how to find a character's objectives and ob-
stables. Memorization and rehearsal of scenes for in-class performances are required.  
**Fall. Group: IV.**

**TH 212**  
**Acting II: Acting Workshop**  
Students rehearse and present scenes in workshop performances for the PMC community. TH 212 is especially recommended for students who have completed TH 211. **Spring 2011 and alternate years. Group: IV.**

**TH/EN 217**  
**Shakespeare II**  
Refer to description on page 99.

**TH 251**  
**Theatre for Children**  
This course introduces the student to the methods and materials of play production for young audiences. Topics include storytelling, improvisation, theatre games, acting, play selection, direction, settings, and costumes. TH 251 culminates in a production performed for a young audience. **Spring. Group: IV.**

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## Visual Arts

**VA 103**  
**Images to Ideas**  
Visual literacy is the ability to understand and interpret ideas expressed through visual means, such as paintings, maps, photographs, charts, graphs, and symbols. This course will feature studio projects exploring the visual elements, along with readings, to enhance both creative and critical thinking skills. **Fall 2010 and Fall thereafter. Group: IV.**

**VA 115**  
**Printmaking**  
An exploration of printmaking techniques such as collagraph, silkscreen, linoleum and wood cut, drypoint, intaglio, and monoprint. In addition to refining traditional skills, individual experimentation is encouraged. **Spring 2010, and alternate years. Group: IV.**

**VA 120**  
**Design Fundamentals**  
Familiarizes students with theories of design and furnishes experience in the use of tools common to the visual arts professions. Uses elements of design, line, form, color, and typography to explore visual concepts such as composition, proportion, balance, and movement. This course is an entry-level course and is recommended for those planning to take VA 150 Introduction to Computer Graphics. **Spring. Group: IV.**

**VA 140**  
**Basic Photography**  
Examines photographic visualization and communication through experimentation with camera control and darkroom techniques. Emphasizes opportunities for individual investigation and expression. Requires a 35 mm camera (with a few available for loan). **Fall and Spring. Group: IV.**

**VA 150**  
**Introduction to Computer Graphics**  
Overview of the use of the Macintosh computer in such visual arts fields as illustration, photography, advertising layout, and graphic design. Explores design dynamics while teaching proficiency in such software programs as Adobe Illustrator, InDesign, and Photoshop. Each student creates a digital portfolio of her work using Adobe Acrobat. **Fall 2009, and alternate years. Group: IV.**

**VA 202**  
**Painting/Watercolor**  
Various watercolor techniques and materials are explored. Students work from direct observation in the studio as well as abstractly to explore color relationships, composition, and the expressive qualities of the medium. **Fall 2009 and alternate years. Group: IV.**
VA 205
**Painting/Oil**
Introduction to this most versatile of mediums, exploring basic concepts in color mixing and modeling forms, using still life, landscape, the portrait, and abstraction. **Fall 2010 and alternate years. Group: IV**

VA 210
**Drawing II**
This course provides opportunities for advanced study of drawing principles, building on the techniques and knowledge gained in VA 110. **Fall 2009, Spring 2010, and Spring thereafter.**
**Prerequisite:** VA 110. **Group: IV**

VA 215
**Printmaking II**
This course provides opportunities for further study of printmaking, building on the techniques and knowledge gained in VA 115. **Spring 2010 and alternate years.**
**Prerequisite:** VA 115. **Group: IV**

VA 225
**Color**
Intensive exploration of color starting with the color wheel, with analysis of various color theories, including Itten and Albers. This course moves through experiments designed to sharpen perception and increase color sensitivity. Explores various color harmonies, as well as subjective, objective, and historical aspects of color. **Spring 2011, and alternate years.**
**Prerequisite:** a 100-level or above VA course, or permission. **Group: IV**

VA 226
**Computer Graphics II**
Concepts and techniques used in the graphic design profession are studied in this course. Emphasis is on developing skills and knowledge in typography, information design, illustration, layout, image manipulations, and color correction. Students will explore the creative use of the computer in design, production, and illustration. The course extends proficiency to include Adobe InDesign, and advanced uses of Adobe Illustrator and Photoshop. Students create digital portfolios of their work using Adobe Acrobat. **Offered selectively.**
**Prerequisite:** VA 150. **Group: IV**

VA 281*
**Art Education: Materials and Processes**
An exploration of media and techniques for the prospective teacher of the visual arts. *Future scheduling of this course is contingent upon final approval.

VA 311
**Drawing III**
This course provides opportunities for developing more complex and sustained drawings, building on the techniques and knowledge gained in previous two drawing courses. **Fall 2009, Spring 2010, and Spring thereafter.**
**Prerequisites:** VA 110 and VA 210. **Group: IV**

VA 315
**Printmaking III**
This course provides opportunities for advanced study of printmaking, building on the techniques and knowledge gained in VA 115 and VA 215. **Spring, 2010 and alternate years.**
**Prerequisites:** VA 115 and VA 216. **Group: IV**

VA 353
**Digital Photography**
This course is an exploration of digital imaging using Adobe Photoshop, scanners, digital cameras, and various output media. Using images produced with traditional and digital cameras, students investigate the diverse possibilities offered by computers and alternative photographic methods for developing imagery and ideas. **Offered selectively.**
**Prerequisites:** VA 150 and VA 140 or permission. **Group: IV**

VA 355
**Design for the World Wide Web**
Students learn the industry standard program for Web page design and production. Topics include layout and content, Web-ready images, Web-safe color, navigation, and the principles of information design. Each student will create a personal Web page. **Offered selectively.**
**Prerequisite:** VA 150 or permission of instructor. **Group: IV**
VA 399
Special Topics in Art
Varying foci, such as photography, composition, landscape, color drawing, printmaking techniques, mixed media, portrait and figure, abstraction. May be repeated for credit. Offered selectively. May be prerequisite depending on topic. Group: IV

VA 495
Senior Internship (6 credits)
Provides student with first-hand experience in professional settings related to the student's area of interest. At an appropriate site, student applies skills learned in Visual Arts courses as well as acquires new skills. Involves 16 hours per week on site, and a weekly seminar focused on career development. Fall. Prerequisite: Senior status and approval from the faculty sponsor and Director of Internship and Career Services.

VA 496
Senior Thesis Project
Students develop a single extended body of work (approximately 10–12) or research paper, depending on the studio arts or art history track, in her area of interest while attending a weekly class where peers and faculty provide support and critique. Spring. Prerequisite: Senior Status.

VA/ED 498
Visual Arts Middle School and Secondary Education Practicum (12 credits)
This course is required for Massachusetts initial teacher licensure in Visual Arts (grades 5–12). VA 498 is not under the supervision of the College Career Services Office and does not fulfill any 295 or 495 Internship course requirements. Each student is placed with a supervisory teacher in a local public school. The student assumes increasing levels of professional responsibility in the classroom. Students are required to teach full-time for the entire semester, to attend a weekly seminar, and to prepare a portfolio. All student teaching takes place in the greater Boston area. Students are responsible for arranging and paying for transportation to and from school. Prerequisite: Successful completion of the MA Tests for Educator Licensure. Completion of the pre-practicum course with substantial field-based training, each with a minimum grade of C, a cumulative GPA of 2.00, and a GPA of at least 2.5 in Education courses; and permission of the Director of the Teacher Licensure Program.
Women’s Studies

**WS/IDS 101**
**Defining Women: Landmark Issues in Women’s Studies**
An introductory, interdisciplinary course examining how recent studies have changed traditional concepts of women and men. Drawing on materials from such fields as literature, history, anthropology, biology, psychology, sociology, religion, and the arts, and analyzing women’s emerging voices in the 20th century, WS 101 explores women’s experiences and the breadth of women’s achievements. **Fall 2009. Group: IDS.**

**WS/MU 240**
**Women in Music**
This course is an elective for students with an interest in music or in Women’s Studies. Topics include: women as amateur and professional performers, teachers, patrons, composers, conductors and initiators of social change through music. The course considers the unique contributions of such outstanding women as Clara Schuman and Marian Anderson in classical music, Billie Holiday in jazz and Miriam Makeba in world music. We will also consider the role of women in folk music, rock music, rap music and music videos. **Spring 2011 and alternate years. Group: IV or IDS.**

**WS/PS 245**
**Women and the Law**
This course examines the law and its impact on the lives of American women. The course explores the principles and processes of legal decision making and considers how laws have been used to both expand and contract the rights of women. The effect of legal status on women’s daily experience is examined and critiqued. Readings from both legal and non-legal texts illustrate the relationship between law and culture and provide a basis for examining the law as an instrument of social policy. **Spring 2011 and alternate years.**
Pine Manor College is committed to creating a diverse community of people who can live and work in an atmosphere of mutual respect and appreciation for the rights and sensibilities of each individual, regardless of differences.