This catalog provides information on undergraduate admission and financial aid, student life, and academic opportunities for undergraduates at Mills College. Information for graduate students is provided in a separate Graduate Catalog.
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Mills

Accreditation
Mills College was founded in 1852 and is fully accredited by the Western Association of Schools and Colleges, 985 Atlantic Ave., Suite 100, Alameda, CA 94501, 510.748.9001. Documents describing the most recent accreditation review by WASC are available on request from the Office of the Provost and Dean of the Faculty at 510.430.2096.

Nondiscrimination Statement
Mills College does not discriminate on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sexual orientation, or disability (in accordance with the Americans with Disabilities Act, 1973 Rehabilitation Act Section 504, and implementing regulations) in its admission policies, scholarship and loan programs, or in the educational programs or activities which it operates. Nor does Mills discriminate on the basis of sex in its graduate programs. Mills enforces against unlawful discrimination through its Campus Policy and Procedure on Discrimination, which is available by request from the Office of Student Life at 510.430.2130.

Mills is an equal opportunity employer and seeks to comply with all applicable state and federal laws and local ordinances prohibiting employment discrimination. All aspects of employment are based on merit, qualifications, and job competence. Mills does not discriminate against anyone regarding employment practices, compensation, or promotion or educational opportunities on the basis of race, color, marital status, age, religious creed, national origin, ancestry, sex, sexual orientation, disability, or veteran status. It is Mills’ policy to provide reasonable job accommodations to disabled employees who can perform essential functions of jobs for which they are otherwise qualified. Inquiries regarding compliance with various employment laws and regulations should be directed to Legal Counsel Robin Isenberg, Mills College, 5000 MacArthur Boulevard, Oakland, California 94613, 510.430.2228.

Student Privacy Rights
Mills complies with the provisions of the 1974 Family Educational Rights and Privacy Act. FERPA assures students attending a postsecondary educational institution that they have the right to inspect and review certain of their educational records and to seek corrections of inaccurate or misleading data through informal or formal procedures. FERPA also protects student privacy rights by setting strict limits on disclosure of their educational records without their consent. Students can seek enforcement of their FERPA rights by filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. S.W., Washington, DC 20202. Information about this office is available on the internet at: www.ed.gov/offices/OM/fpco. Copies of federal regulations governing student privacy rights are available from the website named above or the Office of Student Life (OSL) at Mills. A statement on procedural steps for seeking to correct inaccurate or misleading data in student records also is available from OSL on request at 510.430.2130.

Campus Photography
Mills College observes the common practice among colleges of obtaining individual permissions for the use of campus photographs in which students are featured. The photographs are used for institutional purposes, including promotion of Mills. However, permissions are not obtained for the use of student images in photographs of public events on campus, such as performances and rehearsals, athletic events, and College ceremonies. Some academic departments, such as dance, music, and art, also reserve the right to photograph students and their work for institutional use. Questions about this policy should be directed to marketing@mills.edu.

Student Graduation and Persistence Rates
In compliance with federal law, Mills reports a 65 percent graduation rate for students who began as freshmen in fall 1998 and earned four-year degrees by spring 2004. The return (persistence) rate for Mills freshmen who began their studies in fall 2003 and returned in fall 2004 is 83 percent.

Changes
The information in this catalog is current as of March 2005. The College reserves the right to make changes affecting policies, fees, curricula, or any other matters announced in this catalog.
Academic Calendar

Fall Semester 2005

Mon. Aug. 1  Tuition and fees due (A late tuition payment fee of $250 will be charged to students whose payments are not received by this date.)

Mon. Aug. 15  Electronic check-in available for all except new international students

Thurs. Aug. 18  Check-in and Orientation for new and readmitted undergraduate students begins at 8:30 am
Residence Halls open at 9:00 am for new undergraduate students

Fri. Aug. 19  Check-in for new residential graduate students begins at 8:30 am
Residence Halls open at 9:00 am for new residential graduate students
Check-in for continuing students begins at 12:00 pm
Residence Halls open at 12:00 pm for continuing undergraduate and graduate students

Mon. Aug. 22  Graduate Student Orientation
Check-in for continuing undergraduate students and new and continuing commuting graduate students (Students checking in after this date will incur a $250 late check-in fee.)

Tues.–Thurs. Aug. 23–25  Registration for new and readmitted students (Students registering after Aug. 26 will incur a $250 late registration fee.)

Wed. Aug. 24  **Instruction begins at 8:00 am**

Mon. Sept. 5  Labor Day Holiday

Wed. Sept. 7  Last day to add a class
Last day to increase credit for a variable-credit course or undergraduate 1.0-credit course
Last day to register for a course with an audit grade option or to change an existing course from graded or pass/no-pass to audit or from audit to graded or pass/no-pass
Last day for students graduating in January 2006 to declare a minor

Fri. Sept. 30  Convocation

Fri. Oct. 14  Mid-Semester Holiday

Wed. Oct. 19  Last day to drop a class
Last day to decrease credit for a variable-credit course or an undergraduate 1.0-credit course
Last day to change grade option from graded to pass/no-pass or pass/no-pass to graded

Wed. Nov. 2  Last day to withdraw from a class

Fri. Nov. 4  Last day to file graduate petitions for candidacy for master’s or doctoral degrees to be conferred May 2006

Mon.–Wed. Nov. 14–23  Continuing and returning student registration for Spring 2006 (Continuing students not registered by Nov. 23 will incur a $250 late registration fee.)

Wed. Nov. 23  Classes end at 2:30 pm

Thurs.–Fri. Nov. 24–25  Thanksgiving Holidays

Mon. Nov. 28  Master’s and doctoral theses for degrees to be conferred January 2006 due in the Office of Graduate Studies

**Mon. Dec. 5**  **Instruction ends**

Tues.–Wed. Dec. 6–7  Reading Days

Thurs.–Tue. Dec. 8–13  Final Exams

Wed. Dec. 14  Residence Halls close at 12:00 pm

Fri. Dec. 16  Grades due (on paper) in M Center, 4:00 pm

Sun. Dec. 18  Grades due if filed electronically
### Spring Semester 2006

<table>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>Tues. Jan. 3</td>
<td>Tuition and fees due (A late tuition payment fee of $250 will be charged to students whose payments are not received by this date.)</td>
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<tr>
<td>Mon. Jan. 9</td>
<td>Electronic check-in available for all except new international students</td>
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<tr>
<td>Fri. Jan. 13</td>
<td>Check-in for new and readmitted undergraduate and graduate students begins at 8:30 am</td>
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<td>Residence Halls open at 9:00 am</td>
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<td>Orientation for new and readmitted undergraduate and graduate students begins at 9:00 am</td>
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<td></td>
<td>Check-in for continuing and returning students begins at 12:00 pm</td>
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<td>Mon. Jan. 16</td>
<td>Martin Luther King, Jr. Holiday</td>
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<td>Tues. Jan. 17</td>
<td>Check-in for continuing and returning students (A late check-in fee of $250 will be charged to students checking in after this date.)</td>
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<tr>
<td>Tues.–Thurs. Jan. 17–19</td>
<td>Registration for new and readmitted students (Students registering after Jan.19 will incur a $250 late registration fee.)</td>
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<tr>
<td>Wed. Jan. 18</td>
<td><strong>Instruction begins at 8:00 am</strong></td>
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<td>Wed. Feb. 1</td>
<td>Last day to add a class</td>
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<td>Last day to increase credit for a variable-credit course or undergraduate 1.0-credit course</td>
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<td>Last day to register for a course with an audit grade option or to change an existing course from graded or pass/no-pass to audit or from audit to graded or pass/no-pass</td>
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<td>Last day for students graduating in May 2006 to declare a minor</td>
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<td>Mon. Feb. 20</td>
<td>Presidents Day Holiday</td>
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<td>Wed. Mar. 15</td>
<td>Last day to drop a class</td>
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<td>Last day to decrease credit for a variable-credit course or an undergraduate 1.0-credit course</td>
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<td>Last day to change grade option from graded to pass/no-pass or pass/no-pass to graded</td>
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<td>Mon.–Fri. Mar. 20–24</td>
<td>Spring Break</td>
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<tr>
<td>Wed. Mar. 29</td>
<td>Last day to withdraw from a class</td>
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<tr>
<td>Fri. Mar. 31</td>
<td>Last day to file graduate petitions for candidacy for master’s or doctoral degrees to be conferred Jan. 2007</td>
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<tr>
<td>Mon.–Wed. Apr. 10–19</td>
<td>Continuing and returning student registration for Fall 2006</td>
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<td>(Continuing students not registered by April 19 will incur a $250 late registration fee.)</td>
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<tr>
<td>Fri. Apr. 21</td>
<td>Master’s and doctoral theses for degrees to be conferred May 2006 due in the Office of Graduate Studies</td>
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<tr>
<td><strong>Wed. May 3</strong></td>
<td><strong>Instruction ends</strong></td>
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<td>Fri. May 4–5</td>
<td>Reading Days</td>
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<td>Sat.–Thurs. May 6–11</td>
<td>Final Exams</td>
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<td>Thurs. May 11</td>
<td>Senior grades due by 4:00 pm, except for Thurs. finals</td>
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<td>Fri. May 12</td>
<td>Residence Halls close at 12:00 pm for non-graduating students</td>
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<td>Senior grades due by 12:00 pm for Thurs. finals</td>
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<tr>
<td>Sat. May 13</td>
<td>118th Commencement</td>
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<tr>
<td>Sun. May 14</td>
<td>Residence Halls close at 12:00 pm for all students</td>
</tr>
<tr>
<td>Wed. May 17</td>
<td>All Grades due (on paper) in M Center, 4:00 pm</td>
</tr>
<tr>
<td>Fri. May 19</td>
<td>All Grades due if filed electronically</td>
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Overview
Nestled in the midst of the urban San Francisco Bay Area, Mills College is a hidden gem. It’s an idyllic, pastoral setting that might—at first glance—believe the pulse of activity that beats within the gates. As many have discovered, Mills is home to one of the most dynamic, creative liberal arts educations available to women today.

For more than 150 years, Mills College has enjoyed a reputation as a vibrant center of academic excellence. Historically a college for women only, Mills continues that proud tradition today at the undergraduate level. To provide enhanced professional opportunities for all students, Mills also offers renowned graduate programs open to both women and men. Consistently ranked one of the top 75 liberal arts colleges in the nation by U.S. News & World Report, Mills College is also recognized as one of the 10 most diverse colleges in the country, with women of color representing thirty-five percent of the undergraduate student body.

Academic Environment
Inspired by a teaching philosophy that grows out of a longstanding dedication to women’s education, Mills provides a dynamic learning environment that encourages intellectual exploration. The faculty of nationally and internationally respected scholars and artists is dedicated to developing the strengths of every student, preparing them for lifelong intellectual, personal, and professional growth.

With an impressive student to teacher ratio of 10:1, Mills women are assured access to and support from these inspiring and committed professors. The hallmark of a Mills education is the collaboration between dedicated students and distinguished faculty that goes beyond the classroom and into meaningful work and innovative research.

Mills encourages openness to experimentation in the context of established academic disciplines. Programs are designed to reflect the importance of global issues, provide an understanding of the natural world, and enhance opportunities for women in their developing roles throughout society. The curriculum combines traditional liberal arts with new educational initiatives that value cultural, racial, and ethnic diversity.

Academic Programs
Mills offers the Bachelor of Arts degree in more than 35 majors and the Bachelor of Science degree in biochemistry and molecular biology, biology, biopsychology, chemistry, and environmental science. At the foundation of these academic programs is the belief that an education in the liberal arts and sciences should offer the opportunity to explore and master a varied set of skills, perspectives, and disciplinary experiences.

The Mills general education program is guided by a set of learning outcomes, not simply a generic list of required courses. Each student designs her own general education with the guidance of her faculty advisor, tailored to her specific needs and interests. The program places the student’s work in her major in a larger context, and allows her to explore and appreciate knowledge beyond her field. General education requirements fall into
three outcome categories: skills (written, quantitative, and information literacy/information technology); perspectives (interdisciplinary, women and gender, and multicultural); and disciplines (the arts, historical, natural sciences, and human institutions and behavior).

The Liberal Arts Curriculum
The curriculum at Mills offers students a range of options in planning a course of study. Mills offers more than 40 majors in such areas as:
- English
- Ethnic Studies
- Creative Writing
- Natural Sciences
- Social Sciences
- Modern Languages
- Women’s Studies
- Fine Art
- Mathematics and Computer Science
- Child Development

Students are not required to select a major until the end of their sophomore year, and they are encouraged to add non-major subjects to their programs even after deciding on an area of concentration. Sophomores, juniors, or first-semester seniors may cross-register for one course per semester at UC Berkeley, California College of the Arts, or one of several other nearby colleges. Or they can pursue a subject as an independent study project with the supervision of a Mills professor. Mills has exchange or visiting programs with many American colleges and universities and affiliations with study abroad programs in more than 60 countries. This offers another avenue to experience different teaching styles and learning environments. For students with unique visions of what they want to study, the College Major provides a valuable option. With the guidance of three faculty advisors, students may plan an individual program of study to create their own major.

Mills offers pre-professional programs in nursing, medicine and health sciences, law, education, and business. Off-campus internships connect academic studies and career plans with on-the-job experience. Students learn from and work with women who are community, national, and international leaders in science, economics, mathematics, the arts, literature, education, government, and many other fields.

The Mills curriculum also includes interdisciplinary general education courses where students learn to think and express themselves critically and develop cross-cultural understanding.

Campus Life
Located in the foothills of Oakland, California on the east shore of the San Francisco Bay, Mills offers students access to the diverse metropolitan centers that make up the greater Bay Area. Amid the green rolling hills and the century-old eucalyptus trees of the Mills campus, students find haven—a great place to live and learn—with new friends and new ideas at every turn. The campus is heavily accented with Mediterranean-style buildings, many designed by architectural innovator Julia Morgan. Paths and streams wind their way through tree groves and meadows, adding to the serene, pastoral feeling that pervades the 135-acre campus.

Our students say that campus life is as important as the curriculum itself. Residential and commuting students alike participate in a variety of dynamic events that enhance learning and provide inspiration beyond the classroom. Typical offerings might include an African art exhibit, an education summit, a modern dance performance, a cause-related rally, a poetry slam, or an evening of experimental music. Mills also offers an eclectic list of student clubs and organizations that runs the gamut from the Art Club to the Women of Color Coalition. Outside the campus gates, students have access to the dynamic Bay Area with Berkeley, San Francisco, Napa, and Silicon Valley nearby.
Students can enjoy educational and professional opportunities afforded through stimulating cultural, artistic, and political events or simply reap the benefit of the social and recreational activities and climate of the beautiful Bay Area.

Campus Resources
Mills students enjoy an educational environment enriched by a wide variety of exhibits, concerts, performances, and lectures that support intellectual exploration and growth. The physical environment of the campus itself provides a source of inspiration with historic cultural resources such as the Concert Hall, Lisser Theatre, the Center for Contemporary Music, and the Mills College Art Museum.

Students can also experience one-of-a-kind resources such as the Eucalyptus Press, home to the internationally renowned Book Arts Program, or the Children’s School, the first laboratory school founded west of the Mississippi. The Special Collections of the F. W. Olin Library contain more than 20,000 rare books and manuscripts, including a First Folio of William Shakespeare, a Mozart manuscript, and an edition of Alice in Wonderland illustrated by Salvador Dali. The Trefethen Aquatic Center and the Haas Pavilion offer a wide variety of options for athletics, physical fitness, and recreation, while the campus chapel provides a peaceful environment for spiritual reflection and renewal.

Please visit www.mills.edu for more information on each of these special resources.

- Aron Art Center
- Art Museum
- Career Center
- Center for Contemporary Music
- Chapel
- Children’s School
- Concert Hall
- Diversity Programs
- Eucalyptus Press
- F. W. Olin Library
- Haas Pavilion
- Health & Counseling Services
- Institute for Civic Leadership
- Lisser Theatre
- Mills Community Link
- Special Collections, Heller Room
- The Place for Writers
- Trefethen Aquatic Center
- Women’s Leadership Institute
- Writing Center
History
Founded in 1852 as the Young Ladies’ Seminary in Benicia, California, Mills College boasts a rich history as a pioneer in women’s education. Mills was founded the same year California was admitted to statehood and the city of Oakland was established. The University of California and Stanford had yet to exist, and newly prosperous miners, farmers, and merchants wanted to educate their daughters without sending them on the perilous journey to East Coast schools.

Over the decades, Mills “firsts” have been numerous: the first BA degrees awarded to women west of the Mississippi (1889), the first West Coast laboratory school for aspiring teachers (1926), and the first women’s college to offer a computer science major (1974), and a 4+1 MBA degree (2001).

Always a leader in the arts, Mills was among the first liberal arts colleges to offer a modern dance degree (1941), and it became the national center for modern dance outside New York City. The Center for Contemporary Music, dedicated in 1967, is a preeminent center for electronic music.

Many of the world’s foremost artists, politicians, and scholars have taught, lectured, and performed at Mills, including Gertrude Stein, Mark Twain, Darius Milhaud, Alfred Neumeyer, John Cage, and Isabel Allende. Notable alumnae of the College include: media personality Renel Brooks-Moon, dancer/choreographer Trisha Brown, artist Elizabeth Murray, business leader Bonnie Guiton Hill, and Congresswoman Barbara Lee.

For more than 150 years, Mills has continued to be a draw to people interested in experimentation, leadership, social responsibility, and creativity—the hallmarks of a 21st century Mills education.
Bachelor of Arts Degree

Degree Requirements

The Mills College Philosophy of General Education

General Education Requirements

Choice of the Major Field

Choice of the Minor Field

Majors and Minors

Major Requirements

Additional Options for Majors and Minors

Declaring a Major or Minor

Special Courses

Academic Opportunities

Off Campus
Degree Requirements
A student’s degree requirements, including the major and minor sequence requirements, are those stated in the catalog in the year in which she is admitted to Mills. To be eligible for graduation, students must complete all the requirements listed below:

1. **Total Semester Course Credits (34 credits)**
   Each student must complete a minimum of 34 semester course credits including transfer credits and/or Advanced Placement (AP) credits.

2. **General Education Requirement (11 courses; 10 credits)**
   The 11 course (10 credit) General Education requirement can be fulfilled through numerous courses throughout the curriculum which reflect our general education outcomes; students can also gain general education credit through AP credit or prior college-level course work. Courses required for the major may also count toward the General Education requirement. A single course may count for up to two general education requirements. The College 005 is required of all entering undergraduates. English 001 is required of all entering undergraduates unless they have transfer or AP credit or receive a score of “5” on the English Placement Test. Both English 001 and the College 005 must be taken the first year of attendance. (See General Education Program.)

3. **Major (10 to 15.5 credits)**
   Majors confined to a single discipline will require 10 to 13 semester course credits; a divisional or interdivisional major requires 13 to 15.5 semester course credits within the combined fields of concentration. Students may major in no more than two fields; each field requiring at least 10 unduplicated semester course credits. Refer to the “Course Listings” section of the catalog for specific major requirements. (See Declaring a Major.)

4. **Minor (Optional) (5 to 6 credits)**
   A minor consists of 5 or 6 semester course credits. Students may minor in no more than two fields. No courses taken for the minor may be counted in the major or in a second minor. Refer to the “Course Listings” section of the catalog for specific minor requirements. (See Declaring a Minor.)

5. **Electives Outside the Major Field (17 credits)**
   Students must complete 17 semester course credits in subject areas outside their major field, and may include transfer or AP credits. Elective credits may also include courses taken to fulfill the general education requirements or, if applicable, courses taken to fulfill a minor and/or a second major.

6. **Upper Division Credits (9 credits)**
   Each student must complete a minimum of nine 100-level semester course credits in their junior or senior year.

7. **Letter Grades in the Major and Minor**
   All courses in the major and minor sequence must be completed with letter grades. Pass/No-Pass grades are not permitted in the major or minor.

8. **Residency Requirement (12 credits)**
   Students must be in attendance at Mills during the last two semesters immediately prior to graduation and must complete a minimum of 12 semester course credits at Mills, which requires a minimum of three semesters of study. Courses taken through international study, domestic exchange/visit, cross-registration or concurrent enrollment do not count toward the residency requirement.

9. **Minimum 2.0 Cumulative GPA**
   No student may graduate with a cumulative Mills GPA of less than 2.0.

10. **Credit Restrictions**
    - **Physical Education (PE) Courses**
      A maximum of 1 semester course credit (four courses) in physical education activities, including competitive sports, is allowed toward the degree. Students wishing to enroll in additional PE courses must register for these courses as Audit (AU) and will receive no credit for them. A student may receive credit for no more than two .25-credit activity or competitive sport participation classes in any one semester. (Activity courses are numbered PE 001–049; competitive sports courses are numbered in the 100s.)
    - **Dance Technique Courses**
      Students who do not major in dance may apply no more than 2 semester course credits of dance technique toward the degree.
    - **Music Performance Courses**
      Students who do not major in music may apply no more than 2.5 semester course credits in individual instrument instruction, individual voice instruction, or performance and composition toward the degree.
“Done well, a liberal arts education is a gymnasium for the mind—as opposed to a narrowly focused training program for a single sport. Fitness for citizenship, one might say, is the goal. It produces … citizens who value knowledge beyond their specialties, and who want to learn all the things there isn’t enough time to learn, rather than asking, ‘Why do I need to know that?’”
—Dan Ryan, Associate Professor of Sociology

General education is the hallmark of a true liberal arts education, distinguishing it from an education focused solely on a specialized field. At Mills, we understand the importance of a student’s major for developing focused skills and knowledge in a specific field; however, we also know that our students come to us to gain a breadth of experiences, ideas, and skills. At the foundation of this program is our belief that a liberal arts education should offer the opportunity to explore and master a varied set of skills, perspectives, and disciplinary experiences. The general education program ensures that each Mills woman will graduate with confidence in her intellectual abilities, a broad awareness of diverse ideas and perspectives, and an appreciation of and capacity for lifelong learning.

Our general education program is guided by a set of learning outcomes, rather than a strict list of courses or a single generic curriculum. Each student designs her general education plan in consultation with her faculty advisor, ensuring that she achieves a specific set of learning outcomes and also tailors a program suited to her own unique needs and interests. To this end, some of the courses a student takes to fulfill her general education requirements may be in her major. The program also places the work a student does in her major in a larger context by permitting her the opportunity to explore realms of learning that fall outside a specific discipline.

Infused with the principles of the College’s mission, the general education program emphasizes that all Mills College graduates should be able to write clearly, think across disciplines, work in productive collaboration with others, and offer critical analysis and logical reasoning in a variety of contexts; be technically competent in a computerized world, artistically sensitive, and adept in scientific and historical thinking; and be educated about the multicultural dimensions of our world, the influence of social institutions, and crucial issues facing women in contemporary society. The Mills Electronic Collaborative Learning Center offers students and faculty opportunities for innovative teaching that emphasizes technology and computer literacy.

The English 001 program has been developed as an intensive first-year writing course introducing students to college-level writing, while the College 060 interdisciplinary seminar program gives each student the chance to work closely with one or two professors in an intensive collaborative classroom.

Numerous other courses throughout the curriculum reflect our general education outcomes; students can also gain general education credit through AP credit or prior college-level course work.

**General Education Requirements**

Each of the following requirements can be met in a number of ways, including Mills courses, transfer credit, or relevant AP courses; your advisor will be able to guide you through the process when you enter Mills College and help you set up a general education plan tailored to your specific academic needs and interests. The general education requirements fall into three outcome categories: skills, perspectives, and disciplines. Each outcome is listed below with a descriptive rationale and how it can be fulfilled. A list of courses meeting the requirements is available at the M Center, and is also on the general education website. A given course may meet no more than two general education requirements.

1. **Skills**
   - **Written Communication**
     Graduates of a liberal arts institution should be able to write papers in a variety of contexts, using generally accepted grammar and forms to convey ideas, research findings, and arguments.
     
     *English 001 (or equivalent) and a second writing-intensive course.*

   - **Quantitative and Computational Reasoning**
     Facility with quantitative and computational methods of reasoning and analysis is an important skill for all citizens in our society. It also prepares students for a broader spectrum of career options in a rapidly changing world. In addition to understanding and developing cogent logical arguments, students should be able to translate problems into the language of
mathematics and computer science, and to use mathematical and computational tools to organize and analyze information.

1 college credit designated to fulfill this requirement, or equivalent.

• Information Literacy/Information Technology Skills
In a society of rapid technological change and proliferating information resources, individuals are confronted with an abundance of information in a variety of formats. Students should have the skills to evaluate the authenticity, validity, and reliability of information. Being information-literate is a critical component to establishing a pattern of lifelong learning, and the ability to communicate information effectively using computers is an essential aspect of a well-rounded liberal arts education. Information literacy involves: basic knowledge of the nature of computers and information systems; ability to apply information technology in written communication and in conducting research; understanding the capabilities and limitations of technology; and understanding strategies and standards in the evaluation of information sources.

COLL 005: Information Literacy–Information Technology Skills fulfills this requirement. This course carries no credit.

2. Perspectives
• Interdisciplinary Perspectives
One of the essential elements of a liberal arts education is the ability to understand the world from a variety of perspectives—over time and distance, and across cultures and academic disciplines. Interdisciplinary study provides a means to recognize the different perspectives disciplines provide on specific topics. Collaborative work is an essential part of interdisciplinary study, allowing students to exchange perspectives and learn more productively.

College 060: Sophomore Seminar for 1 college credit fulfills this requirement.

• Women and Gender
Students graduating from a women’s college should demonstrate the ability to think clearly and constructively about the most crucial issues that relate to women in contemporary society. They should also have an understanding of current and past ideas about women and gender.

1 college credit designated to fulfill this requirement, or equivalent.

• Multicultural Perspectives
Globalization, migration patterns, and changing demographics in the United States and around the world have highlighted the political, social, and cultural contributions of people of color. At the same time, social movements based on racial, ethnic, and national identities have made a significant impact at both the national and international levels. An understanding of multiculturalism, racial formation and stratification, and exposure to challenges to dominant discourses will enable students to comprehend and analyze these processes. 1 college credit designated to fulfill this requirement, or equivalent.

3. Disciplinary Experiences
• Creation and Criticism in the Arts
Creation in the arts is an intuitive process that combines personal vision with specific knowledge of different media and genres, specific skills in construction and presentation, and an awareness of the history of the medium. Criticism in the arts attributes meaning to creative works through interpretation, which combines an understanding of the creative act with analyses of its historical, political, and cultural contexts. Because the creation and critique of art are central to a liberal arts education, students should have a critical or creative relationship to art in at least one medium (including painting, photography, sculpture, and literature).

1 college credit designated to fulfill this requirement, or equivalent.

• Historical Perspectives
The past matters. It informs the present and shapes current affairs in complex and often obscure ways. Memories of the past are continually contested both in public discourse and within the academy. Learning to analyze critically and participate in these conversations is a core element of a liberal arts education.

1 college credit designated to fulfill this requirement, or equivalent.

• Natural Sciences
Study of the natural sciences and their methods is critical for many reasons; among them are: gaining knowledge about how the natural world is structured and how it behaves; evaluating the role knowledge of the natural world plays in the development of technologies; understanding the role scientific
knowledge plays in setting many governmental policies and in dealing with health and environmental issues; and appreciating the design and value of scientific methods.  

1 college credit designated to fulfill this requirement, or equivalent.

• Human Institutions and Behavior
The realm of human behavior manifests patterns that can be studied, understood, and predicted, similar to those found in nature as a whole. Both responsible citizenship and wise leadership depend on an understanding of how individuals behave and interact within social institutions. The findings, logical paradigms, and techniques of the social sciences provide essential insights into understanding these interactions. 1 college credit designated to fulfill this requirement, or equivalent.

Choice of the Major Field
Mills believes that studying one field in depth gives shape and purpose to a student’s educational program. As soon as she chooses a major, a student is encouraged to plan her course of study for the full program to graduation. A few disciplines require a sequence of courses that begins in the freshman year. Many majors also require that the student select a particular emphasis within the major which will determine the exact course requirements for that major. Courses in the major must be completed with letter grades.

A major field of study most often lies within a single department, but divisional and interdivisional majors bring together related materials from several disciplines. A student may also create her own college major. (See College Major.)

The student must formally declare her major by the end of her sophomore year. Entering upper-division transfer students must make a formal declaration of major during their first semester of attendance at Mills College. (See Declaring a Major.) A declaration or change of major after the beginning of the junior year may require some work beyond four years to complete the bachelor’s degree.

Choice of the Minor Field
Minor programs, consisting of 5 to 6 semester course credits, are authorized in certain fields or disciplines. Courses in the minor sequence may not be duplicated in the student’s major sequence. A student may not major and minor in the same discipline. Courses in the minor must be completed with letter grades (with the exception of Advanced Placement credit). A student may minor in two areas, provided none of the courses overlap with any major or other minor courses. Students wishing to declare a minor must file a formal declaration no later than the deadline to add courses during the second semester of their senior year. The declaration must be approved by a faculty member in the minor field designated by the department or discipline and must be filed in the M Center. (See Declaring a Minor.)

Mills College Offers the Bachelor’s Degree with Majors and Minors in:
American Studies major, minor
Anthropology and Sociology major
Anthropology minor
Art History major, minor
Art (Studio) major, minor
Asian Studies minor
Biochemistry and Molecular Biology major (BA & BS)
Biology major (BA & BS), minor
Biopsychology major (BA & BS)
Book Arts minor
Business Economics major
Chemistry major (BA & BS), minor
Child Development major, minor
College major
Comparative Literature major
Computer Science major, minor
Dance major, minor
Economics major, minor
English with Emphasis in Literature major, minor
English with Emphasis in Creative Writing major
Environmental Science major (BA & BS)
Environmental Studies major, minor
Ethnic Studies major, minor
Film Studies minor
French and Francophone Studies major, minor
Government major, minor
History major, minor
Intermedia Arts major, minor
International Relations major
Journalism minor
Latin American Studies major, minor
Literary and Cultural Studies major, minor
Mathematics major, minor
Music major, minor
Philosophy major, minor
Physics minor
Political, Legal, and Economic Analysis major
Psychology major, minor
Public Policy major, minor
Sociology major, minor
Spanish and Spanish American Studies major, minor
Women’s Studies major, minor

**Cooperating Programs**
Nursing

**Dual Degree Programs**
Mills offers five dual degree programs that enable undergraduates with clear career goals in these fields to streamline their college and continuing undergraduate or graduate school programs:
- 5-Year BA/MA Interdisciplinary Computer Science Program
- 4+1 BA/MBA Business Administration
- 4+1 Infant Mental Health
- 4+1 Public Policy
- 3+2 BA/BS Engineering Program

**Other Programs of Study**
Mills offers students in any major additional guidance in shaping their curriculum to conform to entrance requirements for professional graduate schools in:
- Law
- Medicine
- Professional Health Sciences

### Major Requirements
A major subject confined to a single discipline customarily will require no fewer than 10 nor more than 13 semester course credits within the discipline; in some cases, related courses in other disciplines will be required and elective courses outside the major field may be suggested. A divisional or interdivisional major includes no fewer than 13 nor more than 15.5 major semester course credits within the combined fields of concentration. In addition, all departments plan for their seniors a capstone experience (such as a comprehensive examination, senior seminar, thesis, performance, project, or combination of exercises) that leads toward synthesis of material in the major field.

### Additional Options for Majors and Minors

#### College Major
Students who want to undertake a major not formally stated in the catalog may select an advisory committee of three faculty members in relevant disciplines and with them plan a course of study that will usually take an interdisciplinary approach to either a single period or a specific topic. A minimum of 10 semester course credits within the field of concentration, plus a senior seminar or project with the value of 1 or 2 semester course credits, are to be selected with the approval of the advisory committee and the Academic Standing Committee. A student must have a minimum GPA of 3.0 or higher at the time of petition. (Some recent college majors include Cultural Studies & Narrative Forms, Civic Leadership & Social Analysis, and Social Justice in Education.) Students must submit a petition to the Academic Standing Committee for approval of college majors. Due to the length of time required for approval of a college major, students should begin the process of declaring a college major well before the end of their sophomore year.

#### Double Major
A student may choose to major in a maximum of two fields provided she fulfills the major requirements in both areas. Students must take at least ten unduplicated courses in each field.
Double Minor
A student may choose to minor in a maximum of two fields provided she fulfills the minor requirements in both areas. All minor requirements in both areas must be unduplicated either between the minors or between the major(s) and the minors.

Declaring a Major or Minor
Declaring a Major
All students are required to formally declare a major once they have entered the College. This must be done whether or not they specified a major on the admissions application. The declaration of major must be submitted by the end of a student’s sophomore year or, if the student entered as a junior, by the end of the student’s first semester of enrollment. Declaration of major forms are available in the M Center and online. The student and the proposed advisor complete the form and return it to the M Center. Many majors also have more than one possible emphasis. Students must list their intended emphasis on the form. Students who plan to have a double major may list both majors and both advisors on the same form. A major advisor must be from the major department.

Students who have declared a major and then wish to change that major may do so by completing another declaration of major form. Students who are changing the emphasis of their major must follow the same procedure. Students who are changing their major or their major emphasis may find that they need additional time beyond the four years to complete all their major requirements.

Declaring a Minor
Students have the option of declaring a minor. Minors are listed on a student’s transcript but do not appear on the student’s diploma. To declare a minor, students must complete and submit a declaration of minor sequence form, available in the M Center and online, no later than the end of the second week of classes in their final semester. The declaration of minor sequence form requires a listing of the course sequence for that minor and must be signed by the student’s chosen minor sequence advisor. Students who plan to minor in two areas must submit a separate form for each area. A minor advisor must be from the minor department.

Special Courses
Independent Study
Students of proven ability and sufficient background in a given subject may apply for an independent study course in that subject. Independent study courses are offered for a maximum of 1 credit and are officially numbered 095 for sophomores and 195 for juniors and seniors. An independent study may be undertaken only upon the recommendation of the head of the department concerned after departmental discussion, and may not be used to fulfill general education requirements. Petitions for independent study can be obtained from the M Center and online. These courses are graded or P/NP only.

Directed Research
Advanced students of proven ability and sufficient background in a given subject may apply to assist a faculty member to do advanced research. Directed research is offered to students in the major for a maximum of 1 credit which may not count toward the major. Directed research may be taken twice for credit. Directed research may be undertaken only upon the recommendation of the faculty research supervisor and the head of the department after departmental discussion. Directed research courses are numbered 179 in the department concerned. These courses are P/NP only.

Internships
Continuing juniors and seniors who have been at Mills for at least one semester and who have a semester and cumulative grade point average of 2.0 or higher are eligible for internships for academic credit. No more than two internships will count toward graduation credits for the Mills degree, and all internships must require an active academic encounter that includes some aspect of research, learning, and intellectual growth. Clerical duties may never comprise the majority of the experience. All credit internships must be completed off campus; assisting faculty with research does not qualify as an internship for academic credit. Internships must be approved in advance by a faculty supervisor, the faculty advisor, and the Academic Standing Committee; therefore, retroactive approval is not permitted.

Students enrolled in internships are not permitted course overload. Internships are numbered 197 in the department concerned. All required forms and guidelines are available from the Career Center/Office of Student Life. These courses are P/NP only.
Teaching Practica
These courses cover a variety of directed and supervised experiences in classroom teaching. They are restricted to students who have appropriate background and proven ability, as determined by the faculty supervisor, and require approval of the head of the department in which they are undertaken. Students enrolled in Teaching Practica are not permitted course overloads. Teaching Practica are numbered 177 in the department concerned. Students must submit a Teaching Practicum enrollment form, available in the M Center. These courses are P/NP only.

Individual Music Instruction
These courses, open to all undergraduate students, are available for individual instruction in voice and on any of a number of instruments. Placement in these courses requires an audition with the Music Department. Individual instruction courses are numbered 007, 009, 057, 059, 107, and 109 in the Music Department. These courses are graded or P/NP only.

Academic Opportunities
Off Campus
Cross-Registration
Mills sophomores, juniors, and seniors with satisfactory academic standing are eligible to enroll in courses at the following institutions through cross-registration:
- California College of the Arts
- California State University, East Bay
- Sonoma State University
- Chabot College
- City College of San Francisco
- College of Alameda
- Contra Costa College
- Diablo Valley College
- Graduate Theological Union
- Holy Names University
- Laney College
- Merritt College
- Saint Mary’s College
- University of California at Berkeley
- Vista College

The following limitations apply to cross-registration:
1. The course must not be offered at Mills during the semester the student intends to cross-register.
2. Only one course may be taken per semester.
3. No more than 4 semester course credits may be applied toward the degree; however, exceptions to this policy may be granted by the Academic Standing Committee in cases where it is beneficial to the student’s program.
4. Acceptance in any course depends upon space availability, the instructor’s approval, and compliance with the guidelines of both schools.
5. A 3-semester or 4-quarter unit course, while calculated as a .85 Mills credit, will then be rounded to the nearest .25, making the course equivalent to a .75 Mills credit.
6. A cross-registration course does not count toward the residency requirement of 12 credits at Mills; however, students who have reached the transfer credit limit will still receive credit for the course.
7. Cross-registration is not available during the summer term.
8. While students may cross-register during their final semester at Mills, it is not recommended because the time required to receive and review the student’s transcript will delay the posting of the student’s degree and release of the diploma.

Cross-registration permits are available at the M Center and online. Students are required to obtain the signature of their advisor, the Mills Registrar or Assistant Registrar, the course instructor, and the Registrar of the host institution, in that order.

Concurrent Enrollment
Sophomores, juniors, and first-semester seniors may, under exceptional circumstances, enroll at Mills and another institution not under a cross-registration agreement. A maximum of 1 semester course credit equivalent may be taken per semester. Concurrent enrollment must be approved by the Academic Standing Committee before the student registers at the other institution if the credit earned elsewhere is to be applied toward the Mills degree. Concurrent enrollment will not be approved for a student’s final semester at Mills, nor will approval be granted retroactively.

Domestic Exchange/Visit
Continuing undergraduate students seeking a Mills degree who have a GPA of 3.0 or above, and have no Incomplete grades on their record, may participate in a Mills domestic exchange or domestic visit program during their junior year.
These programs provide an opportunity for students to study at participating institutions within the United States. (See the list below.) Students participating in the domestic exchange program pay regular tuition, room and board, and incidental fees to Mills while attending the exchange institution. Students participating in the domestic visit program pay the host institution’s tuition, room and board, and incidental fees through Mills. Students may not go on a domestic exchange or visit immediately following a leave of absence from Mills.

**Exchange programs are available with:**
- Agnes Scott College
- Howard University
- Manhattanville College
- Mount Holyoke College
- Simmons College
- Spelman College
- Swarthmore College
- Wheaton College

**Visiting programs are available with:**
- American University’s Washington Semester Program in Washington, DC
- Barnard College
- Wellesley College

For further information, contact the M Center at 510.430.2000 or records@mills.edu.

**International Study**

Degree-seeking continuing undergraduate students who have a minimum GPA of 3.0 at the time of application, and who have no Incomplete grades on their record, may arrange to spend part or all of their junior year (or, in some cases, the first semester of their senior year) on a study abroad or international exchange program. Students must be enrolled in classes at Mills in the semester prior to participation in international study.

Mills students who are receiving financial aid may continue to receive financial aid while on an approved international study program, although award amounts will be revised. Payment to the study abroad program is processed through the M Center/Student Accounts. While all deposits required by the study abroad program are the responsibility of the student and should be paid directly to the program, the invoice for tuition and housing will be sent by the program to Mills College, who will pay the program. Once this invoice has been received, the amount billed by the program is posted to the student’s account and the student must then arrange to make payments directly to Mills. Students participating in Mills’ international exchange program pay their regular Mills tuition. Costs for room and board vary by exchange institution.

Students who wish to participate in an international study program not approved by Mills may take a leave of absence from Mills to do so. Mills financial aid is not available in these cases, and students are strongly advised to check on the transferability of the credit for these programs.

For further information, contact the International Study Resource Center at 510.430.2537 or intlstdy@mills.edu.

**Study Abroad**

Worldwide opportunities currently exist for students to study abroad through one of many programs approved by Mills. Programs currently approved by Mills are:
- American Institute for Foreign Study
- Academic Programs Abroad: Paris
- American University Center of Provence
- Antioch University Education Abroad
- Arcadia College
- Boston University International Programs, except International Honors Program
- Butler University Institute for Study Abroad
- Center for Cross-Cultural Study
- Central College–Mérida, Mexico only
- Council on International Education Exchange (CIEE)
- Foundation for International Education (FIE)
- Institute for American Universities
- Kansai Gaidai University Center for International Education (Japan)
- Konstanz University Program in Germany through Rutgers University
- Lewis and Clark College
- New York University
- Marymount College, London; drama only
- Middlebury College Language Program
- Sarah Lawrence College
- School for Field Studies
- School for International Training

Students do not need to be language majors to qualify for study abroad. However, those intending to study in a foreign language must have at least two years of college-level language or its equivalent.

Students should plan to start the application process at least one full semester prior to the desired term of participation. Because the application process requires detailed information...
regarding the student’s chosen program, costs, and courses, students are advised to obtain information about courses and course descriptions, as well as associated costs, before completing the application.

The Mills study abroad application procedure is as follows:
- Research the programs to decide on the program provider and location for the study.
- Complete the Mills College International Study Application; fill out the first part; complete the Statement of Purpose.
- Contact the appropriate study abroad advisor to review the Statement of Purpose and discuss the selected program.
- Meet with the Academic Advisor to finalize course selection.
- Obtain the appropriate signatures in the order that they appear in the application.
- Submit the completed Mills application to the M Center.
- Receive the Mills College international study approval letter.

Once the Mills College International Study Application is submitted to the M Center and the student receives her official approval letter for international study, she may begin the application process for the particular program in which she hopes to participate. Students may obtain the program application from the Mills College International Study Resource Center or from the program itself. Program applications often include forms that need to be completed by Mills College faculty or administration. Students are advised to start the application process early and to allow ample time for the faculty or administrator to complete and return forms to the student. Students are responsible for submitting their program applications by the deadline published by the program.

**Academic Year and Semester Exchange Programs**
- Ewha Womans University, Seoul, Korea
- Lingnan University, Hong Kong
- Tokyo University of Foreign Studies, Japan

In addition, Lingnan University offers the Lingnan Summer Institute.

**Summer Individual Research programs are available at:**
- Bunkyo Gakuin University, Tokyo, Japan
- Musashino Women’s University, Tokyo, Japan
- Nara Women’s University, Nara, Japan

To apply to participate in the International Exchange Program, students complete the International Study Application and a supplemental International Exchange Application. Students are selected for participation in the program by the International Study Committee in November (for the spring semester or summer research programs) and February for the following fall semester or academic year.

Students participating in academic year or semester exchange pay regular tuition, room and board, and incidental fees to Mills while attending the exchange institution. Students participating in summer individual research programs pay fees to the host institution through Mills. Students pursuing individual research should check with the International Study Resource Center for details of the current agreement with each host school as some programs waive either housing or board costs or both. Mills has agreements with these schools and is guaranteed a set number of spaces for those students selected and recommended by Mills.

**International Exchange**

Additional opportunities for international study exist through Mills International Exchange programs. These programs allow students to study at participating institutions in Hong Kong, Japan, and Korea without satisfying a college-level language requirement as intensive language instruction is available at each institution.
Bachelor of Science Degree

Degree Requirements

Majors
Unless otherwise noted, all regulations for the Bachelor of Science degree are the same as those for the Bachelor of Arts degree.

**Degree Requirements**
A student’s degree requirements, including the major and minor sequence requirements, are those stated in the catalog in the year in which she is admitted to Mills. To be eligible for graduation with a Bachelor of Science (BS) degree, students must complete all the requirements listed below:

1. **Total Semester Course Credits (34 credits)**
   Each student must complete a minimum of 34 semester course credits including transfer credits and/or Advanced Placement (AP) credit.

2. **General Education Requirement (11 courses; 10 credits)**
   The 11 course (10 credit) General Education requirement can be fulfilled through numerous courses throughout the curriculum which reflect our General Education outcomes; students can also gain General Education credit through AP credit or prior college-level course work. Courses required for the major or Natural Science and Mathematics Core, or taken to fulfill the Liberal Arts requirement, may also count toward the General Education requirement. A single course may count for up to two General Education requirements. College 005 is required of all entering undergraduates. English 001 is required of all entering undergraduates unless they have transfer or AP credit or receive a score of “5” on the English Placement Test. Both English 001 and College 005 must be taken the first year of attendance. (For more detail, see the General Education Program under Academic Requirements for the Bachelor of Arts Degree.)

3. **Natural Science and Mathematics Core (10.75 credits)**
   To be eligible for graduation with a BS degree, students must complete the following courses:
   - CHEM 017–018 General Chemistry I and II with laboratory (1.25; 1.25)
   - PHYS 061–062 General Physics I and II with laboratory (1.25; 1.25)
   - BIO 001 General Biology I with laboratory (1.25)
   - MATH 047–048 Calculus I and II (1.25; 1.25 with workshop)
   - CS 063 Introduction to Computer Science (1)
   - And one course chosen from: (majors may recommend or require specific courses)
     - MATH 004 Discrete Mathematics
     - MATH 049 Multivariable Calculus
     - MATH 050 Linear Algebra
     - MATH 102 Probability and Statistics
     - MATH 104 Differential Equations
     - MATH 141 Real Analysis I
     - CS 064 Computer Concepts and Intermediate Programming
     - ECON 081 Introduction to Statistics
     - PSYC 084 Analytical Methods in Psychology

4. **Major (9 to 13 credits)**
   Students may major in no more than two fields, with 10 unduplicated semester course credits required in each field. Currently, BS degrees are offered in Biology, Chemistry, Biochemistry and Molecular Biology, Biopsychology, and Environmental Science. These majors offer both a BA and BS track; to be eligible for the BS degree, students must complete the requirements for the BS major. Refer to the “Departments and Programs” section of the catalog for specific major requirements. (Also see Declaring a Major.)

5. **Independent Experience (1 credit)**
   Students must complete 1 course credit of independent work related to the major, which can be in the form of Directed Research or an Academic Internship, as agreed upon by the student and her advisor. This is not part of the major sequence.

6. **Liberal Arts Electives (10 credits)**
   Students must complete 10 course credits outside of natural science and mathematics (biology, chemistry, computer science, environmental science, mathematics, or physics), not including physical education courses. This will include all appropriate General Education courses (including English 001). For majors that require courses outside of natural science and mathematics, such as Environmental Science and Biopsychology, students can only count two courses in the major toward the liberal arts requirement.
7. **Minor (Optional) (5 to 6 credits)**
   Students are encouraged to consider a minor in a humanities, social science, or fine arts field. A minor consists of 5 to 6 semester course credits, and is not required for the BS degree. Student may minor in no more than two fields. No courses in the minor may be counted in the major or in a second minor, but Liberal Arts and Natural Science and Mathematics Core courses may be counted in a minor. Refer to the “Course Listing” section of the catalog for specific minor requirements. (See Declaring a Minor.)

8. **Letter Grades in the Major, Minor, and Core**
   All courses completed in the major and minor sequence and in the Natural Science and Mathematics Core must be completed with letter grades. Pass/No-Pass grades are not permitted in the major, minor, or Natural Science and Mathematics Core.

9. **Residency Requirement (12 credits)**
   Students must be in attendance at Mills during the last two semesters immediately prior to graduation and must complete a minimum of 12 semester course credits at Mills, which requires a minimum of three semesters of study. Courses taken through international study, domestic exchange/visit, cross-registration, or concurrent enrollment do not count toward the residency requirement.

10. **Minimum 2.0 Cumulative GPA**
    No student may graduate with a cumulative Mills GPA of less than 2.0.

11. **Credit Restrictions**
    Students earning BS degrees are under the same credit restrictions for Physical Education, Dance Technique, and Music Performance courses as students earning BA degrees. (See Credit Restrictions under Academic Requirements for the Bachelor of Arts Degree.)

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**Mills College Offers the Bachelor of Science Degree with Majors in:**

- Biochemistry and Molecular Biology (BA & BS)
- Biology (BA & BS)
- Biopsychology (BA & BS)
- Chemistry (BA & BS)
- Environmental Science (BA & BS)
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Academic Credit

Definition of Semester Course Credit
A typical academic course at Mills is offered for 1 semester course credit. These courses usually meet for 150 minutes per week for 14 weeks and require a minimum of nine hours of outside work per week. A Mills course credit is equivalent to 3.5 semester units or 5 quarter units.

Advanced Academic Standing on Entrance Advanced Placement (AP)
The College participates in the Advanced Placement Program of the College Entrance Examination Board. Any student who has taken college-level work at her official secondary school may take AP Examinations and submit her test results for consideration to the vice president of enrollment. A maximum of 8 AP credits will be accepted toward the Mills bachelor’s degree. Advanced Placement courses do not usually count toward major course requirements but a student may be exempt from certain lower division requirements upon the approval of the academic department involved.

Students needing to request AP scores should contact the College Board or visit http://www.collegeboard.com.

Advanced Placement credit is awarded as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Art (Studio)</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>5</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science (A)</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Computer Science (AB)</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maco/Micro</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language &amp; Comp</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Literature &amp; Comp</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

Foreign Languages

<table>
<thead>
<tr>
<th>Language</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>French, Spanish</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Government and Politics

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Comparative</td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

History

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>European</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus AB or AB Sub-score of BC</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4, 5</td>
<td>2</td>
</tr>
<tr>
<td>Statistics</td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

Music

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Lit</td>
<td>4, 5</td>
<td>1</td>
</tr>
<tr>
<td>Theory</td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>5</td>
<td>1.25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

Psychology

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP Score</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4, 5</td>
<td>1</td>
</tr>
</tbody>
</table>

International Baccalaureate
Mills College awards credit for the higher level of the International Baccalaureate. Up to 1 course credit is granted for a score of 5 and 2 course credits for scores of 6 and 7. The student must have taken the examination and must submit official documentation to qualify for credit.

College-Level Examination Program (CLEP)
The College-Level Examination Program is administered by the College Board. It was designed to test the knowledge of resuming or reentry students to award credit for “life learning.” Thus, Mills accepts CLEP credit only for resuming students.

Mills does not award credit for the general examinations, but only for the subject examinations with departmental approval, and uses the American Council on Education (ACE) guidelines for awarding credit. A maximum of 4 credits through CLEP examinations will be applied toward the Mills bachelor’s degree. CLEP examinations taken while a student is at Mills will not be accepted for college credit.
Placement Tests

English
All entering freshmen, all entering undergraduate foreign students, and all entering transfer students who have not completed an acceptable college-level English composition course are required to take an essay examination in English. The examination is evaluated by the English department. Students receiving a score of 5 on the evaluation may be waived out of the English composition requirement. Students with a score of 4 may be required to enroll in ENG 001. Students with a score of 3 or less may be required to enroll in ENG 001 and concurrently in a course or workshop in writing (usually ENG 005). Students should contact the English department for additional information.

Chemistry
All students enrolling in chemistry are required to take a test to determine their placement. Students should contact the chemistry department for additional information.

Foreign Language
All entering students who have had some preparation in French or Spanish and who plan to continue studying in the language, or who plan to study abroad in a foreign language, are required to take a placement test. Students should contact the appropriate department for additional information.

Transfer Credit

Transfer Credit Policy
Credit for work completed at other accredited institutions before enrollment at Mills College must be submitted during the admissions process and is subject to approval by the College. Credit earned at other institutions of higher education is evaluated by the M Center/Academic Records when a student applies to Mills. The following conditions must apply for the credit to be transferable:

- A grade of “C-” or better is earned for the course.
- The course was not used as part of a student’s high school requirements.
- The course is from an institution of higher education accredited by the regional accrediting board for the area (Western Association of Schools and Colleges, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, etc.) or by the Ministry of Education for a foreign university.

- Online courses which are considered as regular courses in a degree, program or major at a regionally accredited institution are acceptable at Mills College. Regular courses are those which are numbered according to that institution’s official numbering system for courses which satisfy degree requirements.

Grades associated with transfer credits are not calculated in the student’s Mills Grade Point Average (GPA). Specific limitations on transfer credit are listed below, and guidelines are also available in the M Center/Academic Records.

Transfer Credit Equivalents
Mills College is on the semester course credit system, as opposed to the semester or quarter unit systems commonly used by other colleges and universities. Therefore, transfer credit from institutions not on the semester course credit system must be converted upon transfer to Mills. Student work transferred from other institutions may not always equate to the standard 1.0 Mills course credit, but the 34 credit total will be equivalent to the minimum 120 semester units of courses required at other institutions.

Semester and quarter units will be converted to Mills semester course credits using the following equivalents:

- 3.5 semester units equal 1 Mills credit.
- 5 quarter units equal 1 Mills credit.

The sum of the converted credit for a given institution is rounded to the nearest .25 semester course credit.

Transfer Credit Limitations
The maximum transfer credit the College will accept is 22 semester course credits. Within this maximum, no more than 19 semester course credits may be from a community or junior college. No more than 3 semester course credits of extension or correspondence work will be accepted for transfer. Credits obtained through International Study or Domestic Visit/Exchange are included in the 22 credit maximum. Credit for courses taken through Cross-Registration is not included in the 22 credit maximum.

Transfer Credit for Current Students
Credit for work completed elsewhere after a student has enrolled at Mills is subject to approval by the College. Students are encouraged to submit a Preliminary Evaluation of Transfer Credit form to
the M Center prior to enrolling in the course. The evaluation includes whether or not the course(s) will transfer and the equivalent amount of Mills credit that will be earned. Students who plan to take courses outside of Mills, not through Cross-Registration, during a regular term of enrollment at Mills must petition the Academic Standing Committee. (See Transfer Credit for Concurrent Enrollment.)

The student must provide the M Center/Academic Records with an official transcript from the outside institution immediately upon completing any courses to be evaluated for transfer credit. Transcripts will be accepted only until the end of the term immediately following the term in which the work was completed. The same transfer equivalencies apply to these credits as to any transfer credit, and these credits are included in the transfer limits stated above.

Transfer Credit for Concurrent Enrollment
Under exceptional circumstances and with the approval of the Academic Standing Committee, sophomores, juniors, and first-semester seniors may enroll concurrently at Mills and another institution not under a cross-registration agreement. A maximum of 1 semester course credit equivalent may be taken per semester. Concurrent enrollment must be approved by the Academic Standing Committee before the student registers at the other institution if the credit earned elsewhere is to be applied toward the Mills degree. Approval is not granted retroactively. Students must promptly arrange to have an official transcript sent from the other institution directly to the M Center/Academic Records. Transcripts for concurrent enrollment will be accepted only until the end of the semester following the term in which the course was taken. The same transfer equivalencies apply to these credits as to any transfer credit, and these credits are included in the transfer limits stated above. Concurrent enrollment is not allowed during a student’s final semester.

Transfer Credit for Domestic Exchange/Visit, International Study, and Cross-Registration
Students who participate in Mills domestic exchange/visit or international study programs will have their transfer credit evaluated upon receipt of the official transcript provided by the program or institution. The same transfer equivalencies apply to these credits as to any transfer credit. These credits, with the exception of cross-registration credits, are included in the transfer limits stated above.

Residency Requirement
To satisfy the residency requirement at Mills, students must:

- be in attendance at Mills for a minimum of three semesters
- be in attendance at Mills during the last two semesters before they graduate; and
- complete at least 12 semester course credits in attendance at Mills, or more if needed for major and degree requirements.

Courses taken through cross-registration, concurrent enrollment, domestic exchange/visit, or international study do not count toward the residency requirement.

With the approval of the Academic Standing Committee, students may be allowed to spend the first semester of their senior year on exchange or study abroad when their academic program justifies an absence. The requirement of a minimum of 12 semester course credits in attendance at Mills still applies in these cases.

In exceptional circumstances, a student may petition the Academic Standing Committee to complete up to 2 final semester course credits of work outside the major at another institution, provided she has completed a total of at least 32 credits before leaving Mills and has no more than 2 credits remaining to fulfill the degree, and has met the residency requirement of 12 semester course credits in attendance at Mills. (See Degree Completion “In Absentia.”)

Student Status
Course Load
A normal full-time course load consists of 4.25 semester course credits per semester or a total of 8.5 semester course credits each year. Thirty-four semester course credits are required for the Bachelor of Arts and Bachelor of Science degrees. Students receiving financial assistance must be enrolled in a minimum of 3.5 credits, and are expected to achieve a minimum of 8.5 semester course credits per year under normal circumstances.

Overload
Any semester course schedule with more than 5 semester course credits constitutes an overload. Overloads must be approved by the Academic Standing Committee and are generally granted only to students with a Mills College cumulative GPA of 3.5 or higher. Freshwomen in their first semester at Mills are not eligible to take an
overload. The maximum credit allowed is 5.75 semester course credits in any semester. There are no exceptions.

<table>
<thead>
<tr>
<th>Course Load</th>
<th>Credits Required</th>
<th>ACS Petition Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3.5–5.0 credits</td>
<td>No</td>
</tr>
<tr>
<td>Part-time</td>
<td>Fewer than 3.5 credits</td>
<td>No</td>
</tr>
<tr>
<td>Overload</td>
<td>5.25–5.75</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Class Standing
Students who are candidates for the bachelor’s degree are classified as freshwomen, sophomores, juniors, or seniors. The following chart indicates the credit range for each classification:

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Completion of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshwoman</td>
<td>Fewer than 8.5 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>8.5–16.75 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>17–25.25 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>25.5 credits or more</td>
</tr>
</tbody>
</table>

Leave of Absence
Students in good standing may take a leave of absence from the College for a period not exceeding two consecutive semesters or a total of four semesters. A student wishing to take a leave of absence should contact the Office of Student Life to complete the required paperwork. An enrolled student who wishes to apply for a leave of absence or a withdrawal before the end of the term must file paperwork by the last day of instruction. Students should contact the M Center/Financial Aid to explore the financial aid ramifications of taking a leave of absence.

A student who has been placed on academic probation is not considered to be maintaining satisfactory academic progress and is ineligible for a leave of absence. She may apply for a withdrawal. Students who wish to complete college work elsewhere while on leave are advised to submit a preliminary evaluation of transfer credit form to the M Center to confirm that the course(s) will transfer to Mills. Upon completion of the courses, the student should request official transcripts to be mailed to the M Center/Academic Records. These transcripts must be received by the end of the student’s first semester of return to Mills.

Withdrawal
A student wishing to terminate her enrollment in the College should contact the Office of Student Life to complete the required paperwork.

Withdrawal Without Notice
A student who leaves the College without filing the required paperwork for a leave of absence or withdrawal is considered to have terminated her enrollment in the College at the end of the last semester in which she was enrolled, and will be withdrawn without notice. In addition, a student who fails to check in at the beginning of a given term, either electronically or in person, will be withdrawn without notice. (See Check In.)

Readmission
A student who has withdrawn, has been withdrawn without notice, or has been disqualified and who wishes to be readmitted to Mills must contact the M Center/Academic Records to request an application for readmission. This application should be submitted with a $40 readmission application fee by the end of the term preceding the term for which the student is requesting readmission. Transcripts for any course work completed while away from Mills must be submitted with the application.

A student who has been away from Mills for a period of five or more years must provide, in addition to the readmission application and fee, her high school transcript and transcripts of all college level course work completed elsewhere either before her initial enrollment at Mills or during her subsequent absence from Mills.

A student who wishes readmission following academic disqualification must submit the application and application fee with an official transcript of at least one full-time semester of transferable course work from a regionally accredited college or university.

All readmission applications are reviewed by the Academic Standing Committee. The student’s prior Mills record and, in the case of disqualified students, subsequent course work will be considered by the Academic Standing Committee in making its decision regarding readmission.

Credit by Examination
A regularly enrolled Mills student who has prepared herself, subsequent to graduation from high school, in the subject matter of a semester or year course listed in this catalog may petition the Academic Standing Committee to take a special examination covering that material without having attended the Mills course. Certain restrictions apply to courses for which students can attain credit by examination.
Courses for which credit by examination is NOT permitted include:

- Any course that the student has previously audited.
- Courses for which advanced placement credit has been granted.
- Courses from which the student is exempted on the basis of a placement examination.
- Courses that can be repeated for credit.
- Laboratory, field work, or skills courses (e.g., workshops, foreign language, creative writing) in which participation and skill improvement are primary objectives, as opposed to the acquisition of a specified and measurable body of knowledge.

In addition, petitions for credit by examination must have the approval of the academic advisor, the instructor who regularly teaches the course and who will administer the examination, the department concerned, and the Academic Standing Committee. The examination fee is $100 for each semester course credit for all full-time and part-time students. The total number of semester course credits earned in any semester, either in class or by examination, may not exceed 5 without the approval of the Academic Standing Committee. A maximum of 3 credits earned by examination may be included among the courses required for the degree.

**Grading**

Letter grades are reported to students by the registrar in terms of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. Students must complete all the requirements in their major sequence with letter grades to be eligible to graduate. Equivalents of letter grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Passing, but unsatisfactory</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

**Other grades used to report student progress are:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass (minimum of C- work required)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>NP</td>
<td>No-Pass</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>W</td>
<td>Official withdrawal (after 8th week of term)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>IE</td>
<td>Incomplete Extended</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>AW</td>
<td>Audit withdrawal (registered as auditor, but failed to attend)</td>
<td>0 (Not computed into GPA)</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial withdrawal (registered, but failed to attend)</td>
<td>0 (Not computed into GPA)</td>
</tr>
</tbody>
</table>

Grades are final when filed in the M Center/Academic Records and are not subject to change by reason of a revision of judgment on the instructor’s part or on the basis of a second trial, e.g., a new examination or additional work undertaken or completed after the date of the semester report. The grade point average of each student is obtained by dividing the number of grade points earned by the number of semester course credits carried. In order to qualify for the bachelor’s degree, the student must have obtained a minimum cumulative GPA of 2.0. Grades for transferred courses are not calculated into the GPA, with the exception of grades for courses taken through cross-registration.

**Class Attendance**

Students are expected to attend all classes for which they are registered. Academic work proceeds up to the date and hour of the beginning of holidays and semester breaks and resumes promptly at the end of such breaks at the time specified in the academic calendar. Students are accountable for any work missed by absence from classes.

**Pass/No-Pass Limit**

Students may elect to take 2 semester course credits outside their major or minor using the Pass/No-Pass option in courses that are normally graded. Grades are then reported in terms of a P (Pass) or NP (No-Pass); a standard of “C-” work is required for a passing grade. Course credit earned is included in the total required for the degree, but a Pass/No-Pass grade is not included in the GPA.
calculation of the grade point average. Courses normally offered for Pass/No-Pass are not counted in this 2-credit limit.

The student should indicate the Pass/No-Pass option on her registration form during the registration period. After registration and before the drop deadline, students may change from a letter grade to Pass/No-Pass and vice versa by completing an add/drop form indicating a drop for the course with the original grading option and an add for the course with the new grade option. If, under exceptional circumstances, a student wishes to change a course from a letter grade to Pass/No-Pass or vice versa after the drop-course deadline, she must petition the Academic Standing Committee.

Note: Because all courses in the major and minor sequence are to be taken for a letter grade, any student who has not yet declared a major or minor should avoid electing the Pass/No-Pass option for any course in a major or minor field that she is likely to choose. Students are reminded that a grade of Pass is considered to be C- level, at best, by most graduate schools. If a student is seriously considering graduate work, she would be better advised to enroll in a course for a letter grade rather than a Pass/No-Pass.

Mid-Semester Deficiency Notices
If a student’s work is unsatisfactory, a mid-semester deficiency notice is filed by the instructor with the M Center/Academic Records midway through the semester. A copy of this deficiency notice is sent to the Dean of Students and to the student’s advisor, who confers with the student regarding improvement of her studies.

Final Examinations
An examination period occurs at the end of each semester. The faculty member concerned decides whether an examination is to be given in a particular course. The final examination, if given, may be one of two types:

- A take-home examination with time and regulations determined by the faculty member; or
- A scheduled examination. The class meeting time determines the time at which the examination is scheduled. The final examination schedule is available online.

Final examinations of either type must be completed during the days designated as the final examination period on the Mills academic calendar.

No undergraduate student may be excused from final examinations. Graduate students registered in undergraduate courses submit to the same examinations required of undergraduates.

All assignments, projects, term papers, and course assignments are due no later than 5:00 pm on the last day of instruction. No examinations may be given by instructors in any class during the last five teaching days of each semester.

Failure to take the final examination, or submit a paper or report that has been substituted for it, is counted as a failure in the examination. Exceptions are made for failure due to reasons beyond the student’s control, at the discretion of the instructor. In such cases, students may submit an Incomplete request form for the course. The course will be graded “I” until the examination has been taken, which must occur by the end of the next semester. (See Incomplete Work.)

Incomplete Work
When, for reasons beyond her control, a student is unable to complete a portion of her work for the semester in a course, she may receive the temporary notation of Incomplete (“I”) on her record. Faculty members may not assign an Incomplete at will; nor may students simply elect to take an Incomplete without sufficient cause. An Incomplete is not intended to permit a student more time for the work of a course than is normally allowed, and will not be approved unless the student has already completed a minimum of approximately two-thirds of the course work.

For a student to receive an Incomplete, she must obtain an Incomplete Grade Request/Report Form and file it with the appropriate information and signatures by the last day of instruction for the term. See the Academic Calendar for the exact dates. The form documents the amount of work completed with the percentage of grade for this work, the remaining work to be completed, and the date by which the remaining work is due. Without this form filed in the M Center/Academic Records, the instructor is required to assign a letter grade. Students applying for Incompletes should refer to the Academic Standing portion of this catalog to determine how the Incomplete will affect their academic standing.

The student must complete the remaining work no later than the last day of instruction of the following semester, whether or not she is enrolled at Mills. The instructor will grade the work and the grade will be recorded by the registrar with a
notation of “Inc Grade Removed,” which will appear on the student’s transcript. If the remaining course work is not completed within the required time, the Incomplete will become an “F.”

In extraordinary circumstances, a student may petition the Academic Standing Committee for an extension of the Incomplete deadline. If approved, the existing “I” grade will be replaced by an “IE” grade indicating that an extension was granted. Students may petition for only one extension. Further extensions will not be granted.

The same policy applies to graduate students enrolled in undergraduate courses.

Grade Reports
Students may access their semester grades online via “myMills” with their Mills PIN and ID number. Grade reports are not mailed; however, upon request of the student, grade reports can be mailed to the student. It is College policy not to send grade reports to the parents of students.

Grade Appeal Procedure
Any appeal of a grade must be undertaken before the end of the following semester or, in the case of seniors, before graduation. Reasons for appeal are to correct an actual error in computation or an error in entering the grade, or to address cases where some part of the student’s work has been unintentionally overlooked. The first step in the procedure is informal consultation between the instructor and student. If the matter remains unresolved, the next steps involve an appeal to the department head and to the academic dean of the division. If the matter still remains unresolved, an appeal may be made to the provost/dean of the faculty, who will make a final disposition of the appeal.

Repeating a Course
Students who have received a passing grade in a course are not allowed a reexamination therein, nor may they repeat the course. Students may repeat any course in which they receive an “F.” Although the “F” remains on the record, the second grade is also recorded and calculated into the GPA.

Academic Standing
Students’ academic progress is reviewed by the Academic Standing Committee each semester to determine their academic standing as defined below. The Academic Standing Committee will examine students’ academic records based solely on Mills academic work. Consideration does not include course work completed on transfer, domestic exchange/visit, or international study.

Satisfactory Academic Standing
Minimum cumulative and term GPA of 2.0; and:
• Full-time students: completion of at least 3 semester course credits attempted
• Part-time students: completion of all credits attempted

Warning
• Full-time students with a cumulative GPA of 2.5 or above and completion of fewer than 3 semester course credits attempted
• Part-time students with a cumulative GPA of 2.5 or above and not completing all courses attempted

Probation
• All students with a cumulative or term GPA of less than 2.0
• Full-time students with a cumulative GPA of less than 2.5 and completion of fewer than 3 semester course credits attempted
• Part-time students with a cumulative GPA of less than 2.5 and not completing all courses attempted

Disqualification
All students who have been placed on probation, either on entry or after their first semester in attendance, whose progress for the following term meets the definition of probation (above) are subject to disqualification.

Any undergraduate student who fails to complete at least 1 course credit of work can be dismissed automatically without being first placed on probation. Furthermore, students whose GPA is so low that there is little or no prospect of meeting the terms of satisfactory academic progress the next semester may be dismissed by the Academic Standing Committee without first being placed on probation.

Students who are placed on probation will have a notation (“Probation”) placed on their transcript for the specific semester in which their academic standing was not satisfactory. This notation is a permanent part of the student’s record. Students who are disqualified will have this notation on their transcript unless they successfully appeal the disqualification, in which case a notation of “Probation” will replace the notation of “Disqualification.” In either case, the notation is permanent. “Warning” is not a permanent notation on the transcript.
Removal from Probation
Undergraduate students placed on probation are required to earn a semester and cumulative GPA of 2.0 or higher and to complete at least 3 credits if full-time and all course work attempted if part-time to be considered in good academic standing the following semester. The student generally has one semester in which to bring the GPA to the required level to continue.

Undergraduate students placed on probation and no longer in attendance will be continued on probation.

Appeal of Disqualification
Students who are disqualified will have this notation on their transcript unless they successfully appeal the disqualification, in which case a notation of “Probation” will replace the notation of “Disqualification.” In either case, the notation is permanent. To appeal the disqualification, students may write to the Academic Standing Committee with an explanation of the circumstances which led to their poor academic performance. Letters of support from two faculty who have worked with the student are also required. Appeals must be received no later than the deadline for the first Academic Standing Meeting of the semester immediately following the disqualification.

Recognition of Academic Achievement
Mills College encourages students to work toward their full intellectual potential in many ways. One is by recognizing students’ outstanding achievements through honors, awards, and nominations for national recognition.

Honors at Entrance
The award of Honors at Entrance is made to a small number of entering freshwomen each year to give recognition to women of exceptional ability and promise. The award carries no monetary grant and no application is made for it; all candidates for admission are considered.

Academic Honors
Full-time students completing all Mills work formally attempted with at least three regularly graded semester courses and a semester GPA of 3.75 or above (3.55 or above for freshwomen) are awarded academic honors at the end of each semester as a recognition of achievement.

Phi Beta Kappa Society
Members of the Phi Beta Kappa Society are elected in acknowledgment of their high scholarly achievements, breadth of liberal learning, and intellectual integrity and curiosity. Selection for membership takes place each spring, and courses taken during that spring semester are not taken into consideration. The charter for the Mills College chapter was granted on September 12, 1928, and our chapter—the Zeta Chapter—was installed soon after, on March 16, 1929.

Honors in the Major
The degree of Bachelor of Arts or Bachelor of Science with Honors in the major field is awarded to students who demonstrate unusual ability in the major sequence. Departments may recommend outstanding students to the Academic Standing Committee for consideration.

Aurelia Henry Reinhardt Faculty Purse
This award, established in 1949 and announced at the Commencement ceremony, provides a monetary award to support graduate study abroad or in the United States to an outstanding graduate each year. No application is made; all members of the senior class are considered for the award, decided by the faculty as a whole.

Academic Standing Committee
Students who wish to request an exception to academic policy or procedure must petition the Academic Standing Committee. Petition forms are available in the M Center and online. The Academic Standing Committee meets each week during the academic term; information regarding the exact day and time of the meetings is available from the M Center. All communication, completed petitions, medical documentation, etc., must be delivered to the M Center by noon on the weekday two days preceding the scheduled meeting for the petition to be placed on the next agenda. Students should not petition a member of the Academic Standing Committee directly. Students should not assume that an exception will be approved and are advised to continue with their current program until it is. Students wishing to appeal a grade should not petition the Academic Standing Committee. (See Grade Appeal Procedure.)

For more information, contact the M Center. Academic Standing Petition forms are available on the Mills website.
Elizabeth Mudd Senior Prize
This monetary award was established in 1927 for excellence in scholarship and is announced at Commencement. No application is made; all members of the senior class are considered for the award, decided by the faculty as a whole.

First Year Academic Achievement Award
Announced at Convocation, this monetary award recognizes the returning freshwoman who achieved the highest cumulative grade point average during her first year. No application is made; all returning freshwomen are considered for the award, decided by the faculty as a whole.

Mary Wetmore Sophomore Prize
Established in 1926 and announced at Convocation, this monetary prize is awarded to the returning sophomore who achieved the highest cumulative grade point average during her sophomore year. No application is made; all returning sophomores are considered for the award, decided by the faculty as a whole.

Mary Atkins Merit Scholarship
This scholarship, announced at Convocation, was established in 1987 to recognize the academic achievement of a continuing resumer student. No application is made; all returning resumer students are considered for the award, decided by the faculty as a whole.

Graduation
Students are required to complete all course requirements and at least 34 credits to receive their Bachelor of Arts or Bachelor of Science degree. Mills College confers degrees twice per year. Students who complete all requirements for the Bachelor of Arts or Bachelor of Science degree in the fall will have an official graduation date of January 2 of the following year. Students who complete all requirements at the end of the spring semester will have an official graduation date that corresponds to the date of the Commencement ceremony.

Students who successfully petition the Academic Standing Committee to complete their degree requirements “In Absentia,” and who have provided the M Center/Academic Records with an official transcript of their remaining requirements, will have the graduation date listed above that most closely follows the date that the remaining work was completed.

Commencement
The Commencement ceremony includes formal conferral of the degree, signified by the awarding of the Bachelor of Arts or Bachelor of Science hood and presentation of the diploma. Formal academic regalia is required of all students participating in graduation ceremonies. The regalia may be purchased at the College bookstore approximately six weeks before graduation. Seniors who are not eligible to participate in Commencement are encouraged to join other activities planned during the Commencement weekend. Contact the Office of Student Life for additional information.

Students who have completed at least 32 credits toward their Bachelor of Arts or Bachelor of Science degree and who have no more than 2 credits remaining to fulfill all major and minor requirements are eligible to participate in the Commencement ceremony, but will not receive their diplomas at graduation. It is expected that these students will complete their remaining requirements at Mills, or petition the Academic Standing Committee to complete their degree “In Absentia” provided the remaining credits are not major requirements.

Degree Completion “In Absentia”
In exceptional circumstances, a student may petition the Academic Standing Committee to complete up to 2 semester course credits of work at another institution, provided she has completed a total of at least 32 credits before leaving Mills and has no more than 2 credits outside the major remaining to fulfill the degree. In no case will the degree be granted unless she has completed all degree requirements. If approved, the student must inform the M Center of the course or courses she will complete for her degree, and where and when she will complete them. The fee for “In Absentia” status is $100 for the initial semester with a $100 increase for each subsequent semester ($200, $300, $400). The student is responsible for providing the M Center with an official transcript of the completed course(s). Students have a maximum of two years of “In Absentia” status within which to complete the degree. Students who have not completed the degree within the stated time frame must apply for readmission to the College.

Diplomas
Diplomas for students who have completed their requirements either in the fall or in the spring are presented at Commencement in May. The diploma
bears the major and the date of the student’s actual graduation.

Diplomas will not be released at Commencement under certain conditions:

- If a student is in financial default, the College may withhold her diploma until her financial obligations are cleared.
- If a student has received any Incomplete or In Progress grades for the spring, the diploma will be held until the Incomplete courses are completed and graded.
- If a student attended another institution through cross-registration or concurrent enrollment during the final spring semester, the diploma will be held until an official transcript from the institution is received and reviewed and credit is granted.

Transcripts and Enrollment Verifications

Transcripts

Regularly enrolled students in the College, upon receipt of their degrees, are sent one complimentary transcript for their personal use. Students may order additional copies of official or unofficial transcripts through the M Center. A $10 fee is charged for each official transcript to be mailed within five working days of the written request; a $35 fee is charged for each official transcript to be mailed or picked up within 24 hours of the receipt of the request. This fee covers the cost of express mailing within the United States. Overseas rush transcripts will be sent via Global Express. Charges for overseas mailing are the responsibility of the student and must be paid at the time the transcript is requested. Until a settlement of all College bills has been made, a student may not receive a diploma, certificate, or official or unofficial transcript. During any period that a student is in default on any obligation to the College, including financial, contractual, and academic obligations, or compliance with disciplinary sanctions, the College may withhold, at its discretion, the delivery of any official or unofficial transcript or diploma, or the issuance of any degree or certificate.

Enrollment Verifications

Students who are required to report their enrollment status to an individual or agency may request enrollment verification by contacting the M Center/Academic Records. Enrollment verifications can be made for current or past terms only and can be made only for the current term after instruction has begun and the student has registered for classes. Enrollment verifications are made within two to three days of a request and no fee is required.
Advising and Registration

Academic Advising
Accessing Student Records on the Web
Check-In
Registration
Academic Advising

The advisor is the student’s principal connection to the academic programs of the College and is the first person to whom the student should turn for considered advice on academic questions. The primary responsibility of the advisor is to offer appropriate suggestions for a sound and balanced academic program, and to guide the student toward meeting the degree requirements. The advisor should also assist the student in defining educational goals; provide direction, criticism and praise as needed to help the student to achieve those goals; and help the student see the relationship between educational goals and longer-range personal and career goals.

Entering freshwomen are assigned to pre-major (first-year) faculty advisors who will assist them in planning their courses of study, counsel them about College regulations and procedures, and provide information about campus resources that support the academic program. Entering transfers are assigned to advisors in their probable major area who, in addition to general advising, will help students plan their majors. Students are encouraged to consult with other faculty as they weigh their interests and academic goals. Once a student has selected her major, she will choose a faculty advisor in her major department. (See Declaration of Major.) Ordinarily, she will have the same major advisor throughout the remainder of her college career, although she may later change her major and/or advisor if such a change better meets her needs. Students may change advisors by submitting a change of advisor form, available in the M Center and online.

Students share in the responsibility for ensuring that their academic needs are met. To this end, each student is expected to read the college catalog, keep track of her own academic program, and be well prepared with relevant notes, plans or questions when seeking the help of her advisor.

Check-In

All Mills students who are planning to or who have registered for Mills courses must check in at the beginning of each term. Dates for check-in are on the Mills Academic Calendar. Check-in requires that a student “clears” her account by making all required payments by the deadline.

Check-in for new and continuing students who are not international students may be done via the Mills web access for students (myMills). Check-in for all international students must be done in person at the M Center.

Students who do not check in will be withdrawn without notice. Students who check in either in person or electronically after the published deadlines must pay a $250 late check-in fee.

Registration

All students are required to register at the M Center by the stated deadlines. Students registering after these deadlines will be charged a $250 Late Registration Fee. All students must have their course schedules approved by their advisors prior to registering.

All students, with the exception of students returning from studying away or a leave of absence, and continuing Network students, must register in person at the M Center. Students returning from studying away or a leave of absence, and continuing Network students may register either in person or by mail or email. (See Mail-In Registration for Returning Students and Continuing Network Students.)

Registration Deadlines

New Students: End of Final Registration
Continuing Students: End of Continuing Student Registration
Readmitted Students: End of Final Registration
Returning Students: End of Continuing Student Registration

Course Selection

Students are free to choose courses from any academic department as long as prerequisites are met. The spring course schedule is available on the Mills website beginning in early November; the fall course schedule is available on the Mills website beginning in late March. The selected courses should be listed on the registration card, along with the student’s choice of grading option—Graded (G) or Pass/No-Pass (P/NP)—

Accessing Student Records on the Web

Undergraduate students are assigned a PIN by the Office of Admission. A student may use her PIN number to check in and to access her schedule of classes, academic transcript, grades, student account, and financial aid information online at any time. Students who have forgotten their PIN may have their PIN reset by contacting the M Center.
students must consult
with their assigned advisor to finalize their
schedule before registration and are required to
have their advisor’s signature on their registration
card. The registration card must be presented
at registration.

Registration for Continuing Students
Continuing Student Registration takes place in
early April for the following fall semester and in
mid-November for the subsequent spring semester.
Continuing students will receive confirmation of
their schedules when they register. Exact dates for
registration are available on the Mills Academic
Calendar in this catalog and on the Mills website
at www.mills.edu. Continuing students, including
Network students and those studying off campus
or on a leave of absence, must register by the end
of Continuing Student Registration or incur a late
fee. Mail-in registration is available for Network
students and students studying off campus or on a
leave of absence. (See Mail-In Registration for
Returning Students and Continuing Network
Students.)

Registration for Entering and
Readmitted Students
Entering and readmitted students register during
Final Registration at the beginning of the term.
Exact dates are available on the Mills Academic
Calendar in this catalog and on the Mills website
at www.mills.edu.

Mail-In Registration for Returning
Students and Continuing Network
Students
Students returning from college exchanges/visits,
international study, or a leave of absence and
continuing Network students may register by mail
or email. Detailed information about the mail-in
registration process is mailed to these students. In
the event that a returning student does not receive
the mailing, information regarding registration is
available on the Mills website or by phoning the
M Center at 510.430.2000.

Email registrations must include a copy to the
student’s advisor. Mail-in registrations must have
either the advisor’s signature or an email from the
advisor approving the student’s schedule attached
to the Registration Card.

Students registering by email must do so no later
than the last day of continuing Student Registration.
Mail-in registrations must be postmarked no later
than the last day of Continuing Student Registration.

Late Registration
Students who register after the stated deadlines
will incur a $250 late registration fee. A student
who registers after Final Registration is required
to secure the approval of her instructors as well as
her advisor. Students are not excused by reason of
late registration from the regular assigned work
of a course. No student may register after the
deadline to add courses without a petition to the
Academic Standing Committee.

Special Courses
In addition to courses listed in the course
schedule, students may register for independent
study, directed research, teaching practica, and
internship course credits. For a description of
these opportunities, see the Academic Require-
ments section of this catalog. Registering for any
of these course options requires a separate form,
available in the M Center and online, or, in the
case of internships, in the Career Center of the
Office of Student Life. Forms must be submitted
to the M Center by the add deadline. Internships
petitions are reviewed by the Academic Standing
Committee. Refer to the Academic Calendar for
exact dates.

Students who wish to enroll in individual
instrument or voice instruction should list the
generic course on the registration card. The
student must then contact the music department
in order to be placed with an instructor. Once
placements are confirmed by the music depart-
ment, the specific course and instructor will be
added to the student’s schedule and the generic
course removed. Since auditions are a part of the
process, students should not assume that they will
be enrolled in the class.

Students who are not placed or who no longer
wish to take an individual instruction must
formally drop the course by the drop deadline.

Cross-Registration
Students who wish to participate in the
Cross-Registration program must complete the
Cross-Registration form, which includes attending
the first class session at the host institution and
securing the instructor’s signature. For complete
information on Cross-Registering, contact the
M Center.
Class Meeting Times

Course schedules are posted on the Mills website (www.mills.edu) by the registrar in early November and late March for the following semester, and incorporate changes in course offerings approved after the publication of the catalog. Classes that meet on Monday, Wednesday, and Friday are scheduled for 50 minutes, or a total of 150 minutes of instruction per week. Classes that meet Tuesday and Thursday are scheduled for 75 minutes, for a total of 150 minutes of instruction per week. Seminars are scheduled for one class meeting per week on Tuesday, Wednesday, or Thursday, for 150 minutes per week. Evening classes are generally scheduled for one meeting per week for 150 minutes, although occasionally a class may meet for 75 minutes, two evenings per week.

Adding a Course

Students who wish to add a course to their schedule after registration may do so without penalty up to the add deadline. Exact dates are available on the Mills Academic Calendar. Students must complete an Add/Drop form and secure the signatures of the advisor and, if the course is closed, the instructor. After the end of the add deadline, no course may be added except due to an extraordinary reason by petitioning the Academic Standing Committee. If the petition is approved, the course will be added to the student’s schedule and a late add fee of $150 will be charged to the student. Add/Drop forms are available in the M Center and online.

Dropping or Withdrawing from a Course

Students who wish to drop a course after registration may do so without penalty in the first eight weeks of the semester by completing an Add/Drop form and securing the signatures of the advisor and instructor. Courses will no longer appear on the transcript. After the first eight weeks of the semester but not beyond the last day of the withdrawal period, students may drop a course only with the approval of the Academic Standing Committee and will be charged a $150 late drop fee. Add/Drop forms are available in the M Center and online.

During the ninth and tenth weeks of the semester, students may withdraw from a course by completing an Add/Drop form, securing the signatures of the advisor and instructor, and submitting the form to the M Center. Courses from which a student has withdrawn will appear on the transcript with a “W” grade, which is not calculated in the student’s GPA. After the first 10 weeks of the semester but not beyond the final day of instruction, students may withdraw from a course only with the approval of the Academic Standing Committee and will be charged a $150 late withdrawal fee. Add/Drop forms are available in the M Center and online.

Students who do not formally drop a course and who have not attended the course may receive either an “F” grade or a “UW” (Unofficial Withdrawal) at the discretion of the instructor.

Students should refer to the Mills Academic Calendar for the exact dates for dropping and withdrawing from courses.

Changing Grading Options

Most Mills academic courses are offered with two grading options: graded or Pass/No-Pass. Other courses are offered for Pass/No-Pass only. In the case of courses that have a grading option, students select that option when they register. Students who then wish to change the grading option of a course may do so within the first eight weeks of the semester by completing an Add/Drop form and securing the signatures of the advisor and, if dropping after the first two weeks of the term, the instructor. The course with the original grading option is listed as a drop and the same course with the new grading option is listed as an add. After the first eight weeks, no change in grading status may be made except for extraordinary reason and with the approval of the Academic Standing Committee. Students should refer to the Academic Calendar for the exact deadline dates.

Changing a grade option to or from “audit” must be done within the first two weeks of the term. (See Auditing a Course.)

Credit Value Changes

Mills undergraduate academic courses are set at a standard 1 semester course credit. However, students may elect to enroll in an academic course for between .25 and 1.25 semester course credits. In these cases, students need to complete and submit a Credit Value Change Form, available in the M Center and online.

This form requires a description of the work that will be completed in addition to the normal course work, in the case of an increase in credit; or the course work that the student will not be required to complete, in the case of a reduction of credit. Credit value change forms require the signature of the instructor and must be submitted by the end of
the add period for a credit increase and by end of
the drop period for a credit decrease. Courses that
are listed in the catalog with credit greater than
or less than 1.0 semester course credit are not eli-
gible for credit value changes. After the first eight
weeks, no change in credit status may be made,
except for extraordinary reason and with the
approval of the Academic Standing Committee.

Variable Credit
Courses that are listed in the catalog with a range
of credit give the student the option to choose the
amount of credit they wish when registering.
Changing the amount of credit after registration is
done through the add/drop process and does not
require the credit value change form. Adding
credit for these courses must be done by the end
of the add period; dropping credit must be done
by the end of the drop period. See the Mills
Academic Calendar for exact dates.

Auditing a Course
Students may formally audit a course with the
permission of the instructor and faculty advisor by
listing the course on their registration card with an
audit grade option (A). Auditors do not participate
in class work, take examinations, or receive credit,
and they may not subsequently enroll in the course
for credit by examination. Full-time students
do not pay an additional fee to audit a course;
part-time students pay one-half the regular cost
per course. If she chooses to audit a course after
registration but before the add deadline, the
student must obtain an Add/Drop form from the
M Center, secure the appropriate signatures, and
submit it to the M Center no later than the add
deadline. Under no circumstances will a student
be allowed to enroll to audit a course after the add
deadline. In addition, students will not be allowed
to change a grading option to or from an audit
option after the add deadline. Students who drop
all course work except an audited course must
complete an “Application for Auditor Status.”

Auditors
Individuals who are not regular degree-seeking
Mills students are welcome to audit Mills courses.
An auditor application is available in the M Center.
This application requires the signatures of the
student, the instructor, and the head of the applicable
department. Once these signatures are obtained, the
form is submitted directly to the registrar, who will
enroll the student in the course(s) as an auditor.
Once the form is submitted, the student should
attend the class. The student’s name will appear
on the instructor’s roster. The cost of auditing is
one-half the regular per credit tuition rate.
Transcripting is not provided for audited courses.

Cancelled Courses
If a particular course has low enrollment, it may
be cancelled at the College’s discretion. In this
case, students who have registered for the class
are dropped from the class and notified by mail.
Courses of Instruction

Introduction to Departmental Listings

Courses
Introduction to Departmental Listings

The following sections of the catalog describe all the undergraduate courses offered by Mills College. This section is divided into major programs and describes the requirements for the academic majors and minors (if applicable) in each area. Highlighted at the top of the curriculum pages are headings denoting the academic programs and departments. Cross-references under academic subject headings indicate other academic areas relevant to the field. Faculty names and professional interests are listed at the beginning of each academic department section. (A complete list of tenure-track and long-term faculty and their earned degrees appears at the back of the catalog.) Course titles appearing in major and minor requirement lists are identified by abbreviations representing the academic discipline within which they fall—ANTH, for example, represents anthropology. The description of each course will be found in the Course Description section of the catalog listed by academic discipline.

Course Listings

The information in this catalog is accurate as of March 2005, but changes may be made in course offerings or content in any semester as circumstances require. Final information about class offerings and class schedules is available in printed form from the M Center and on the Mills website (www.mills.edu) prior to each registration period. The course schedule found on the Mills website will contain the most accurate listing of courses for each semester.

Course Descriptions

Individual course descriptions provide the following information:

Course title and number. Courses numbered 001–199 are undergraduate courses. Those numbered below 100 are lower-division courses which are generally introductory courses without prerequisites, designed for freshwomen and sophomores or students with no preparation in the field. Courses numbered 100–199 are upper-division courses and offer more advanced work designed for juniors and seniors. Courses numbered 200–499 may be taken only by graduate students for graduate credit. (See Graduate Catalog for full information on graduate programs.)

The semester and year in which a course is offered is indicated by “Fall” or “Spring” at the end of the course description, followed by a statement of the next year in which the course is expected to be offered if the course is not offered every year. While the College makes every effort to offer the courses when specified, circumstance may require that courses are not offered as planned.

Courses meeting the General Education program requirements are marked with a footnote following the course. Prerequisites and co-requisites, if any, are listed below each course description. Specific limits to the grading options for the courses are listed after the description as well.

Courses may be listed at more than one academic level—for example, upper-division and graduate. Students registering in one level will meet in the same class as those registering at another level. Undergraduate students registering in courses that are also offered on the graduate level should expect graduate students, both male and female, to be part of the class.
Anthropology
510.430.2338

Faculty: Professional Interests

Robert Anderson
• Public schools, religion, medical anthropology, and human evolution

Ann Metcalf
• Cultural anthropology; culture, gender, and the family; Native American cultures; gender, culture and drug use

Daniel Ryan
• Organizational features of communities; sociology of information; sociological uses of geographic information systems

Bruce B. Williams
• Economic development and social change, comparative race and ethnic relations, historical sociology, urban sociology, rural sociology

For success in the contemporary world, no matter what profession is chosen, it is essential that students understand how to live and work with other people. What better preparation for life can students gain from a college education than to study how people are alike and yet are different? What more fascinating way to earn a living than to become a professional social scientist?

It is difficult in our time to clearly distinguish how anthropologists and sociologists differ when it comes to the study of people, since their work overlaps extensively. That is why this major, combining both fields, makes such good sense.

Anthropologists often live in remote parts of the world to explore human diversity as it is expressed in the daily lives of distant communities. Students at Mills not only can study reports and view films from these expeditions; they also can, from their base at Mills, conduct field work among many of these once-distant peoples, since the Bay Area is now home to immigrants who, in many ways, perpetuate distinctive practices. Service to and support of these communities are interrelated with research when possible. Many students elect to do a semester of study abroad.

The emphasis of sociology is on urban-industrial society. In sociology courses, students can learn how to conduct research by developing questionnaires or through first-hand participant observation. Sociologists on the Mills faculty introduce students to an understanding of issues relating to social life, human behavior, and society. Courses explore social problems such as racism, poverty, and criminality. Students may also study utopian literature and communities. Community service is emphasized.

Anthropology and Sociology Major
(12 semester course credits)

Required:
ANTH 057 Human Evolution (1)
ANTH 058 Cultural Anthropology (1)
SOC 055 Introduction to Sociology (1)
SOC 091 Methods of Social Research (1)
SOC 116 History of Sociological Thought (1) or ANTH 115 Anthropological Thought (1)

Senior Requirement:
ANTH 192 Senior Seminar (1) or SOC 191 Senior Seminar (1)

And select 6 additional semester course credits in anthropology or sociology numbered above 100; at least 3 must be in anthropology.

Recommended: Students intending to pursue graduate study in anthropology or sociology should note that proficiency in statistics, computer skills, and a foreign language is highly desirable.

Anthropology Minor
(6 semester course credits)

Required:
ANTH 057 Human Evolution (1)
ANTH 058 Cultural Anthropology (1)

And select 4 additional upper-division courses in anthropology.

Courses

ANTH 057 (157) Human Evolution (1)
Human ancestors, with an emphasis on prehistoric apes, ape-like humans, the Neanderthals, and the Cro-Magnon people as revealed by research in physical anthropology. Prehistoric styles of life reconstructed by workers in archaeology. Fall
Instructor(s): Robert Anderson
Meets the following Gen Ed requirement(s): Historical Perspectives
ANTH 058 (158) Cultural Anthropology (1)
Cultural anthropology is the study of the peoples of the world with special emphasis on non-Euroamerican tribal and traditional societies. Includes family and social organization, language, ecology and economics, political structure, life cycle, personality, art, and symbolic and religious systems. Examples will be drawn from native societies in Africa, South and North America, Australia, Asia, and the Pacific. The latter part of the course will focus on culture change and modernization. **Spring**

*Instructor(s): Ann Metcalf*

*Meets the following Gen Ed requirement(s):*
  - Human Institutions & Behavior, Multicultural Perspectives

ANTH 107 The Ethnography (1)
A critical analysis of major ethnographic texts in anthropology. Texts will be examined within their intellectual and historical context and from the perspective of the authors’ theoretical frameworks and personal experiences. How have these factors influenced the presentation of data and the authors’ conclusions about the people in the cultures studied? How has ethnographic writing changed over time? How have these changes influenced the academic discipline of anthropology? **Spring**

*Instructor(s): Ann Metcalf*

*Open to sophomores, juniors, seniors, and graduate students.*

*Offered in 2006–2007 and then every other year.*

*Note(s): The seminar format requires a cap on enrollment.*

*Recommended Course(s): ANTH 058*

*Meets the following Gen Ed requirement(s):*
  - Human Institutions & Behavior, Multicultural Perspectives

ANTH 115 Anthropological Theory (1)
The works of leading anthropological theorists, the historical-ideological setting of each theorist, and major trends in the development of anthropological thought, including current feminist and post-modernist ideas. **Fall**

*Instructor(s): Robert Anderson*

ANTH 130 Ethnicity, Race, and Child Development (1)
An exploration from a sociocultural perspective of the effects of ethnicity and race on African American, Latino/a, Asian American, and Native American children in the United States. Topics to be examined include cultural differences in child rearing; children’s acquisition of racial categories; bilingualism and cognitive development; race, culture and IQ; the effects of ethnic identity on the development of self-image; segregation, desegregation, and educational achievement; trans-racial adoption; health and physical development of minority children. **Fall**

*Instructor(s): Ann Metcalf*

*Open to sophomores, juniors, seniors, and graduate students.*

*Recommended Course(s): ETHS 051, ANTH 058*

*Meets the following Gen Ed requirement(s):*
  - Human Institutions & Behavior, Multicultural Perspectives

ANTH 150 Magic, Witchcraft, and Religion (1)
Similarities and differences in beliefs and practices throughout the world relating to the supernatural. Understanding religion in our own society as well as in the rest of the world. **Spring**

*Instructor(s): Robert Anderson*

*Meets the following Gen Ed requirement(s):*
  - Human Institutions & Behavior

ANTH 157 (057) Human Evolution (1)
See ANTH 057 in Anthropology.

ANTH 158 (058) Cultural Anthropology (1)
See ANTH 058 in Anthropology.

ANTH 161 Cross-Cultural Perspectives on Women (1)
An exploration of the diversity of women’s experiences throughout the cultures of the world. Using ethnographic data, the course emphasizes the position and status of women in hunter/gatherer, horticultural, pastoral, and agrarian societies. Women’s life cycles and their relative positions within the economic and political systems of their respective cultures are examined. **Fall**

*Instructor(s): Ann Metcalf*

*Open to sophomores, juniors, seniors, and graduate students.*

*Recommended Course(s): ANTH 058*

*Meets the following Gen Ed requirement(s):*
  - Human Institutions & Behavior, Women and Gender
ANTH 172 Alternative Medicine (1)
Anthropological methods and theories provide a basis for exploring the cultural, historical and contemporary contexts in which complementary and alternative forms of healing are practiced. Therapies such as herbalism, body work, healing touch, and aromatherapy will be investigated. Traditional systems of medicine from Europe (homeopathy), the U.S. (osteopathy and chiropractic), India (Ayurveda), China, and Native America (curanderismo) will be explored. Spring
Instructor(s): Robert Anderson
Offered in 2006–2007 and then every other year.
Offered in alternation with: ANTH 175

ANTH 174 Visual Anthropology (1)
This course is about the observation, documentation, and preservation of cultural diversity. It explores ways to accomplish a holistic vision in field anthropology through photography, cinematography, and videotaping. It emphasizes the potential of using one or another kind of camera as a critical eye and as an essential tool to achieve greater accuracy in the ethnographic observation of how people live. Fall
Instructor(s): Robert Anderson
Meets the following Gen Ed requirement(s):
   Human Institutions & Behavior

ANTH 175 Medical Anthropology (1)
Cultural factors in susceptibility to illness, in the identification of symptoms, in the ways in which individuals behave when ill; the practice of professions that offer treatment, whether based upon supernatural or naturalistic assumptions. Spring
Instructor(s): Robert Anderson
Offered in 2005–2006 and then every other year.
Offered in alternation with: ANTH 172

ANTH 180 Special Topics in Anthropology (.5–1.5)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Open to undergraduates only.
This course may be taken 4 times.

ANTH 183 Advanced Seminar in Anthropology (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall
Instructor(s): Staff
Open to undergraduates only.

ANTH 192 Senior Seminar (1)
Reading, discussion, and research. Fall
Instructor(s): Ann Metcalf
Instructor consent required.
Open to majors only.
Prerequisite(s): ANTH 091
The Art Department at Mills College includes both art history and studio art. The art history program, which offers a wide range of European, American, and Asian art history courses, incorporates broad cultural and historical perspectives. The major prepares students for graduate study and for careers in museums, galleries, arts administration, and art criticism.

In addition to a lively and diverse curriculum in art history, students benefit from several endowed programs. Each year, a special course is given under the auspices of the Denise Beirnes Studies in Art History Endowment (since 1993-1994, offerings have surveyed African American, Chicano, Latin American, Asian American, and lesbian art history). The Jane Green Endowment for Studies in Art History and Criticism each year brings a distinguished speaker to campus to give public lectures as well as classroom presentations (speakers to date have included Lucy R. Lippard, Linda Nochlin, Vishakha Desai, Elizabeth Cropper, Alberto Manguel, Apinan Poshyananda, Whitney Chadwick, Deborah Willis, and Wu Hung). The art department also offers the Correnah W. Wright Lecture Series on Contemporary Art, which features prominent artists and writers (speakers to date have included Dave Hickey, Fred Wilson, Catherine Opie, May Stevens, Komar and Melamid, Dinh Q. Le, and Shahzia Sikander).

Internships are offered by major museums and galleries in the Bay Area to students who are interested in exploring careers as curators, preparators, designers, and teachers. Study-abroad programs in Europe and Asia and exchange programs with colleges on the East Coast provide Mills students with opportunities to study art in various cultural environments and to enrich their aesthetic understanding. On campus, the Mills College Art Museum provides interested students with experience in all phases of museum work, including curatorial, installation, and cataloging. To support students' research interests, the slide library offers over 130,000 images illustrating arts and cultures worldwide.

**Art History Major**

(12 semester course credits)

**Required:**
- At least 6 credits in art history courses at Mills.
- ARTH 018 Introduction to Western Art (1)
- ARTH 019 Art of the Modern World (1)
- ARTH 081 Introduction to Asian Art: India and the Himalayas (1)
- ARTH 082 Introduction to Asian Art: China (1)
- And 1 beginning studio art course (1)

**Senior Requirement:**
- ARTH 199 Senior Seminar (1)
- And select 2 seminars from the following:
  - ARTH 190–195 (1)

Four upper-division semester course credits; at least 1 course must be taken in each of the following areas:
- European Renaissance and Baroque Art
- European and American Modern and Contemporary Art
- Chinese, Japanese and Indian Art

**Art History Minor**

(6 semester course credits)

Courses must be chosen in consultation with an art department advisor; 2 must be lower-division and 2 must be upper-division Art History credits. Four of the 6 credits must be taken at Mills College.

Select 2 courses from the following:
- ARTH 018 Introduction to Western Art (1)
- ARTH 019 Art of the Modern World (1)
- ARTH 034 (134) Museum Studies Workshop (1)
- ARTH 121 Art of the Early Italian Renaissance (1)
- ARTH 122 Art of the Later Italian Renaissance (1)
- ARTH 123 (223) Northern European Art (1)
- ARTH 124 Baroque Art (1)
- ARTH 137 Art of the 20th Century (1)
- ARTH 138 Contemporary Art (1)
- ARTH 139 (239) History of Performance Art (1)
- ARTH 140 New Directions in Art History and Criticism (1)
- ARTH 180 Special Topics in Art History (1)
- ARTH 183 Advanced Seminar in Art History (1)
ARTH 190 Seminar: Contemporary U.S. Women Artists and the Feminist Art Movement (1)
ARTH 191 Seminar: Contemporary Art of Asia (1)
ARTH 192 Seminar: Women in European Art and Society, 1400–1700 (1)
ARTH 193 Seminar: The Female Nude in Western Art (1)
ARTH 199 Senior Seminar (1)

And select 2 courses from the following:
ARTH 081 Introduction to Asian Art: India and the Himalayas (1)
ARTH 082 Introduction to Asian Art: China (1)
ARTH 181 The Art of Mughal India (1)
ARTH 185 (285) Painting of China (1)
ARTH 186 (286) Japanese Painting and Prints (1)
ARTH 188 Early Japanese Art (1)

In addition, select any 2 other art history courses.

Recommended: related History, Literature, Mythology, Music, and Dance courses; courses in French for those planning graduate study; internships in museums and galleries.

Courses

ARTH 018 Introduction to Western Art (1)
Beginning with the legacy of the ancient Greeks and Romans, this course explores European art of the Middle Ages and Renaissance. Fall
Instructor(s): JoAnne Bernstein
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTH 019 Art of the Modern World (1)
In later 18th century Europe, the cultural and political upheavals of the American, French, and Industrial Revolutions provoked daring new work. From then on, the world and the arts changed rapidly, as did the nature of art audiences, art criticism, and art history, together with the evolution of museums, galleries, and expanding art markets. The course ends with the increasingly “global” art scene, and the recent questionings of established art practices, history and art institutions. Spring
Instructor(s): Moira Roth
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTH 034 (134) Museum Studies Workshop (1)
This course will engage students in basic questions about the nature of art museums and curatorial practices. In addition to weekly readings and written assignments, students will be expected to attend exhibitions and lectures in the San Francisco Bay Area. The final project will be a group curated exhibition that will be on view in the museum during the Fall Semester. Students will be trained in the proper handling and care of works of art.

Fall and Spring
Instructor(s): Stephan Jost
Limit 9 students.
Open to undergraduates only.
Note(s): Needs consent of the Instructor
This course may be taken two times.

ARTH 081 Introduction to Asian Art: India and the Himalayas (1)
This course covers Buddhist art that was the inspiration for the early monuments at Sanchi and the cave temples at Ajanta. Exoteric Buddhist art of Nepal and Tibet including painted mandalas will be studied. We will also look at Hindu art including the early rock-cut monuments of Elephanta, Ellora and Mamallapuram; the medieval temples of Khajuraho and Orissa; and the Chola bronze images of South India. Online course materials.

Fall
Instructor(s): Mary-Ann Milford/Staff
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTH 082 Introduction to Asian Art: China (1)
Recent archaeological excavations in China are providing new evidence for reinterpreting the past. We will study bronze vessels, jades, paintings and sculptures found in the Qin, Han, and Tang tombs that reveal the spiritual values of China’s ancestors. We will also study Buddhist Art which came to China over the Silk Road. And, we will look at landscape scroll paintings from the Tang, Sung, and Yuan dynasties. Online course materials.

Spring
Instructor(s): Mary-Ann Milford
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTH 121 Art of the Early Italian Renaissance (1)
The course outlines developments in Italian art beginning in the 13th century with the transformation of medieval style associated with Nicola and Giovanni Pisano, Duccio and Giotto. The Early Renaissance innovations of the 15th century Florentine artists Brunelleschi, Masaccio and Donatello are carefully considered. The course ends in the late 15th century with the art of Piero
della Francesca, Botticelli, Pollaiolo, Andrea Mantegna, Cosme Tura and Giovanni Bellini. **Fall**
*Instructor(s): JoAnne Bernstein*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Offered in alternation with: ARTH 123
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 122 Art of the Later Italian Renaissance (1)**
The course examines 16th century Italian art in Florence, Rome and Venice. Among the artists studied in depth are Leonardo da Vinci, Michelangelo, Raphael, and Titian. **Spring**
*Instructor(s): JoAnne Bernstein*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Offered in alternation with: ARTH 123
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 123 (223) Northern European Art (1)**
This course examines painting and printmaking in the Low Countries and Germany from about 1400 to 1550. **Fall**
*Instructor(s): JoAnne Bernstein*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Offered in alternation with: ARTH 124
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 124 Baroque Art (1)**
This course explores European art of the 17th century. Major consideration is given to art produced in Italy and Holland, including paintings by women artists. **Spring**
*Instructor(s): JoAnne Bernstein*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Offered in alternation with: ARTH 124
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 134 (034) Museum Studies Workshop (1)**
See ARTH 034 in Art History.

**ARTH 137 Art of the 20th Century (1)**
The course explores primarily European and American art beginning in pre-war Paris, Moscow, Munich, Milan, Vienna, London and New York. Internationally, artists were intrigued with the possibilities of abstraction. World War I and II, the Mexican and Russian Revolutions, the Weimar Republic, the American Depression, and the rise of European fascism were contexts of further artistic movements. The course ends with late 20th century art in various media and geographical locations. **Spring**
*Instructor(s): Moira Roth*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Offered in alternation with: ARTH 138
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 138 Contemporary Art (1)**
In the context of the Cold War, the McCarthy period and the explosive sixties, American art and the American art market were dominant internationally. Over the next decades, however, a far more global picture of art-making has evolved, partly through the expansion of international exhibitions in different parts of the world, in Asia and Africa and South America, for example. This course will examine selected ‘chapters’ of this complex history of contemporary art. **Spring**
*Instructor(s): Moira Roth/Staff*
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Offered in alternation with: ARTH 139
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 139 (239) History of Performance Art (1)**
Performance Art developed in the Sixties, a highly theatrical as well as political decade. The course examines work by contemporary performance artists, primarily in the United States, and earlier performance history beginning with the European personality and theatrical experiments of the Dada, Surrealist, Futurist, and Russian revolutionary art movements. Performance art is also placed in a wider context of experimental theater, dance and music, and the Dandy tradition. Online course materials. **Fall**
*Instructor(s): Moira Roth*
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives
ARTh 140 New Directions in Art History and Criticism (1)
This course, supported by the Denise Beirnes Endowment for Studies in Art History and Criticism, explores current issues and new methodological and/or interdisciplinary approaches. Each year a visiting professor will present a different topic. Past topics include African American, Chicano, Latin American, Asian American and Lesbian art history. Spring
Instructor(s): Staff
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken three times.

ARTh 180 Special Topics in Art History (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Spring
Instructor(s): Staff
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

ARTh 181 The Art of Mughal India (1)
The painting and architecture of the Sultanate and Mughal periods in India. Includes the study of miniature painting and brilliant manuscript illustrations introduced by the Moslem rulers of India, and the architecture of the Red Forts at Delhi and Agra, the deserted city of Fatehpur Sikri, and the Taj Mahal. We also study the influence of the Mughal ateliers on Hindu painting for the Rajput kings. Spring
Instructor(s): Mary-Ann Milford/Staff
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTh 183 Advanced Seminar in Art History (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall
Instructor(s): Staff
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTh 185 (285) Painting of China (1)
The painting of China from the Han to the Qing Dynasty is studied and concludes with discussions of painting during the Cultural Revolution and contemporary works that are being produced in the People’s Republic of China today. Critical texts on calligraphy, painting styles and forms, together with writings on theory and methodology, will be read. Fall
Instructor(s): Mary-Ann Milford/Staff
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTh 186 (286) Japanese Painting and Prints (1)
This course traces the persistence of tradition and the development of an aesthetic that prevails in Japan’s visual arts. Heian court paintings that include the Tale of Genji, which were to influence Japanese aesthetics to the present day, will be studied. Ukiyo-e, woodblock prints of Floating World, that reflect the popular tastes of Edo’s merchants, will also be studied. Spring
Instructor(s): Mary-Ann Milford/staff
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTh 188 Early Japanese Art (1)
The art of pre-modern Japan. This course studies Shinto art, the indigenous art of Japan, and focuses on the Ise and Izumo shrines, Buddhist art, with emphasis upon the early temples of Nara and Kyoto and the Shingon temples of the Heian period. It concludes with an examination of Zen Buddhism and its profound effect upon painting, ceramics, gardens, and the tea ceremony. Spring
Instructor(s): Mary-Ann Milford/Staff
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives

ARTh 190 Seminar: Contemporary U.S. Women Artists and the Feminist Art Movement (1)
After a brief study of artistic grandmothers, the course traces the growth from the 1960s of feminist activities and concerns in the realm of contemporary
art, and the reestablishment of a history of past women artists. From the onset of the contemporary women’s movement, California has been a major center, and thus, many of the artists, art movements, and art institutions examined are Californian. **Spring Instructor(s): Moira Roth  
Limit 15 students.**  
Open to sophomores, juniors, seniors, and graduate students.  
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Women and Gender

**ARTH 191 Seminar: Contemporary Art of Asia (1)**  
Asia has experienced severe ruptures with the past, and cultural values formed over millennia have been discarded. China replaced its dynastic tradition with Communism; Japan emerged from a feudal period of isolation to become a leading economic power; India and Indonesia cast off colonial ties and declared their independence. The focus of this seminar will be on the work of artists as critical observers of contemporary Asian society. **Fall Instructor(s): Mary Ann Milford/Staff  
Limit 15 students.**  
Open to sophomores, juniors, seniors, and graduate students.  
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives

**ARTH 192 Seminar: Women in European Art and Society, 1400–1700 (1)**  
This seminar studies women, intellectual notions about women, and representations of women in art. It examines texts and images including works by Christine de Pizan, Sofonisba Anguissola, Artemisia Gentileschi, and Judith Leyster. **Spring Instructor(s): JoAnne Bernstein  
Limit 15 students.**  
Open to sophomores, juniors, seniors, and graduate students.  
Offered in 2006–2007 and then every other year.  
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Women and Gender

**ARTH 193 Seminar: The Female Nude in Western Art (1)**  
At the beginning of the 16th century, representations of the female nude began to figure prominently in landscapes and mythological paintings. For the first time in European art, it became an autonomous subject. The aim of the seminar is to explore this new image within the broader context of Western culture and critical theories from the 16th to the 20th centuries. **Spring Instructor(s): JoAnne Bernstein  
Limit 15 students.**  
Open to sophomores, juniors, seniors, and graduate students.  
Offered in 2005–2006 and then every other year.  
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Historical Perspectives, Women and Gender

**ARTH 194 Seminar: Studies in 19th Century Visual Culture (1)**  
The late 18th and 19th centuries are filled with cultural, political, social, and technological changes; the painting, sculpture, quilts, artifacts, photography, and architecture of the period varyingly express, reflect, support, challenge, and comment on these. The century, too, witnesses the growth of women’s movements in both Europe and North America. Equally, it is also the age of empires and colonialism, including the wholesale European invasion of Africa in the later part of the century. Each time the seminar is taught there will be a different emphasis. There is an Intranet site for students enrolled in this course. **Fall Instructor(s): Moira Roth  
Limit 15 students.**  
Offered in 2006–2007 and then every other year.  
Meets the following Gen Ed requirement(s): Historical Perspectives

**ARTH 199 Senior Seminar (1)**  
This seminar explores the historical development of European, U.S., and Asian art history, criticism and theory by studying selected examples of writings from the 4th to the 20th centuries. We will examine various approaches including formalist, iconographic, social and new art histories, and feminist interventions together with postmodernism, postcolonialism and the politics of identity. This seminar is team-taught, and the topics vary according to the specialties of the faculty. **Fall Instructor(s): JoAnne Bernstein, Mary Ann Milford, Moira Roth  
Prerequisites: Declared art history major or minor and senior standing or consent of instructors.**  
Meets the following Gen Ed requirement(s): Historical Perspectives
Faculty: Professional Interests

Hung Liu
• Painting, drawing, installation, public art projects

Anna Valentina Murch
• Sculpture, installation, collaborative public art projects

Ron Nagle
• Painting and sculpture, sound design, songwriting, record production

Catherine F. Wagner
• Photography, conceptual art, contemporary art philosophy

The Art Department at Mills College includes both studio art and art history. The studio art program is idea-based and intended to balance formal and conceptual approaches. The program focuses on the creative process, critical thinking, and visual ideas. Students learn the use of materials and techniques to facilitate their creative ideas. Historical and contemporary art are studied so that the student understands the context of her own work.

Students work with professional, internationally recognized artists and teachers in the areas of painting, sculpture, ceramics, photography, and electronic arts. The art department also offers the Correnah W. Wright Lecture Series on Contemporary Art, which features prominent artists and writers (speakers to date have included Dave Hickey, Fred Wilson, Catherine Opie, May Stevens, Komar and Melamid, Dinh Q. Le, and Shahzia Sikander), and the Jane Green Endowment for studies in Art History and Criticism (speakers to date have included Lucy R. Lippard, Linda Nochlin, Vishakha Desai, Elizabeth Cropper, Alberto Manguel, Apinan Poshyananda, Whitney Chadwick, Deborah Willis, and Wu Hung). Art students can enrich their academic experience through participation in Mills-affiliated study-abroad programs in Europe and Asia, or through exchange programs with colleges on the East Coast. On campus, the Mills College Art Museum provides students with experience in all phases of museum work, including curatorial, installation and cataloging. To support students’ research interests, the slide library offers over 130,000 images illustrating arts and cultures world-wide.

Mills also offers a Master of Fine Arts Degree in Studio Art, described in the graduate catalog.

Studio Art Major
(15.25 semester course credits)

Required:

ARTH 018 Introduction to Western Art (1)
ARTH 019 Art of the Modern World (1) and
ARTH 137 Art of the 20th Century (1) or
ARTH 138 Contemporary Art (1)
ARTS 005 (105) Basic Composition (1)
ARTS 007 (107) Three-Dimensional Concepts (1)

Senior Requirement:

ARTS 189 Senior Seminar: Studio Art (1)
ARTS 190 Senior Exhibition (.25)

And select 9 courses from 3 or more of the following areas:

Art History
Ceramics
Electronic Arts
Painting
Photography
Sculpture
Video

A maximum of 2 independent studies may be applied toward the Studio Art major.

Majors must take at least 6 credits in studio art courses at Mills.

Courses accepted for transfer students (at the junior and senior level) to the major in Studio Art may depend on a portfolio review by the art department.

Studio Art Minor
(6 semester course credits)

Courses must be chosen in consultation with an art department advisor. Four of the 6 credits must be taken at Mills College.

Required:

ARTH 137 Art of the 20th Century (1) or
ARTH 138 Contemporary Art (1)

And select 2 lower-division courses from the following:

ARTS 005 Basic Composition (1)
ARTS 007 Three-Dimensional Concepts (1)
ARTS 009 Painting (1)
ARTS 011 Contemporary Art: Ideas and Practice (1)
ARTS 039 Contemporary Photographic Concerns I (1)
ARTS 041 Introduction to Digital Imaging (1)
ARTS 091 Ceramics (1)
In addition, select 3 upper-division courses from the following:

- ARTS 105 Basic Composition (1)
- ARTS 107 Three-Dimensional Concepts (1)
- ARTS 109 Painting (1)
- ARTS 111 Contemporary Art: Ideas and Practice
- ARTS 116 Contemporary Photographic Concerns II (1)
- ARTS 139 Contemporary Photographic Concerns I (1)
- ARTS 141 Introduction to Digital Imaging (1)
- ARTS 156 Contemporary Photographic Concerns III (1)
- ARTS 161 Advanced Painting (1)
- ARTS 164 Advanced Ceramics (1)
- ARTS 173 Advanced Sculpture (1)

Please refer to Intermedia Arts for the following course descriptions:

- IART 119 (219) Electronic Arts (1)
- IART 120 (220) Advanced Electronic Arts
- IART 141 (241) Constructing the Technological ‘Other’ (1)
- IART 143 (243) History of Intermedia and Electronic Arts (1)
- IART 147 (247) Video I
- IART 148 (248) Video II

Courses

**ARTS 005 (105) Basic Composition (1)**

This studio course in basic composition is designed to allow students to improve their understanding of the structural components in drawing, as well as their ability to render them effectively in drawing, painting, and other media. The class will feature regularly scheduled demonstrations, slide lectures, and critiques. Students will be introduced to traditional drawing techniques as well as to aspects of the contemporary art-making process. **Fall and Spring**

*Instructor(s): Hung Liu/Staff*

Limit 15 students.

Meets the following Gen Ed requirement(s): Creating & Critiquing Arts

This course may be taken two times.

**ARTS 007 (107) Three-Dimensional Concepts (1)**

This course addresses the development of three-dimensional perception from both physical and conceptual points of view. Through a series of assignments introducing a variety of construction methods utilizing plaster, wood, metal, and miscellaneous found materials, students engage in the manipulation of form to understand the relationships between mass, space, and time. **Fall**

*Instructor(s): Anna Valentina Murch*

Limit 15 students.

Meets the following Gen Ed requirement(s): Creating & Critiquing Arts

This course may be taken two times.

**ARTS 009 (109) Painting (1)**

Beginning painting introduces students to painting concepts, methods, and techniques on canvas, board, and unconventional surfaces. Issues of scale and size, illusion and reality, framing and expanse, monochrome and color, and object and subject will be addressed. By exploring the historical, cultural, social, and personal aspects of painting, students will gain confidence in the art-making process and become better prepared for further study in art. **Spring**

*Instructor(s): Hung Liu/Staff*

Limit 15 students.

*Prerequisite(s): ARTS 005*

Meets the following Gen Ed requirement(s): Creating & Critiquing Arts

This course may be taken two times.

**ARTS 011 (111) Contemporary Art: Ideas and Practice (1)**

The class addresses how studio work develops a vocabulary of images and ideas that can incorporate cross-disciplinary approaches and different scales. How does one pick the appropriate media for the concept? Students will participate in class critiques, and attend art events, shows, and lectures to explore the wide range of subjects and materiality available to contemporary artists. Students may work in any media, e.g. drawing, electronic arts, installation, painting, photography, sculpture, sound and video. **Fall**

*Instructor(s): Anna Murch*

Limit 16 students.

Open to undergraduates only.


This course may be taken two times.
ARTS 039 (139) Contemporary Photographic Concerns I (1)
The photographic process as a creative expression: the use of cameras, darkroom technique, critical evaluation of historical and contemporary photography, discussion of photography in relation to the other arts. Instruction deals with black and white materials. Fall and Spring
Instructor(s): Catherine Wagner/Staff
Limit 15 students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

ARTS 041 (141) Introduction to Digital Imaging (1)
Digital imaging has added a new dimension to the interpretation as well as practice of photography. This course provides the technical and theoretical foundation needed for work in the more conceptually based advanced classes. Students will learn digital imaging technologies and methods including image-capture and scanning, Photoshop techniques for image processing, as well as output methods including printing on large format inkjet printers. Fall
Instructor(s): Adjunct Staff
Limit 16 students.
Prerequisite(s): ARTS 039
This course may be taken two times.

ARTS 091 (191) Ceramics (1)
Introductory course dealing with conceptual, formal, traditional, and technical issues using clay as the primary medium. The class will feature regularly scheduled demonstrations, slide lecture, and critiques. The course is idea-based and will focus on ceramics as it fits into the art mainstream as well as traditional ceramics and pottery concerns. Three assigned projects and work outside of class are required. Fall and Spring
Instructor(s): Ron Nagle
Limit 15 students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

ARTS 105 (005) Basic Composition (1)
See ARTS 005 in Art (Studio).

ARTS 107 (007) Three-Dimensional Concepts (1)
See ARTS 007 in Art (Studio).

ARTS 109 (009) Painting (1)
See ARTS 009 in Art (Studio).

ARTS 111 (011) Contemporary Art: Ideas and Practice (1)
See ARTS 011 in Art (Studio).

ARTS 116 Contemporary Photographic Concerns II (1)
A further investigation into the formal and conceptual strategies of photography (both b/w and color, with an introduction to the digital lab). The course emphasizes the exploration of individual projects and the development of a portfolio around a central idea. While the main focus of the course is on practice, students will view exhibitions and read both historical and contemporary articles in order to situate photography in an art historical and cultural context. Fall
Instructor(s): Catherine Wagner/Staff
Limit 15 students.
Prerequisite(s): ARTS 139
This course may be taken two times.

ARTS 139 Contemporary Photographic Concerns I (1)
See ARTS 039 in Art (Studio)

ARTS 141 (041) Introduction to Digital Imaging (1)
See ARTS 041 in Art (Studio)

ARTS 156 Contemporary Photographic Concerns III (1)
This studio is designed to integrate contemporary conceptual concerns of the photographic medium with practice and readings as a foundation for theoretical class discussions. The class will utilize both the darkroom and the digital lab (color and b/w), while incorporating new camera formats (4x5, 2¼) and studio lighting. The incorporation of contemporary photography into installation, sculpture and mixed media works will be explored. Students will develop a portfolio relating to a central idea. Spring
Instructor(s): Catherine Wagner/Staff
Instructor consent required.
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): ARTS 116
This course may be taken three times.

ARTS 161 Advanced Painting (1)
This course is designed to develop additional competence in individual aesthetic style, especially as it may relate to one’s cultural, social, and historical background. The interrelation of painting and drawing with other media and disciplines will be encouraged. Fall
Instructor(s): Hung Liu/Staff
Limit 15 students.
Prerequisite(s): ARTS 005 and ARTS 009
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken three times.
ARTS 164 Advanced Ceramics (1)
An extension of ARTS 091 (191) with a greater emphasis on individually selected projects in addition to class assignments. The format will include technical demonstrations, slide lectures, class discussions, assigned readings, and critiques, with opportunities for a wide range of projects including installation and collaborative efforts. Spring
Instructor(s): Ron Nagle
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): ARTS 091
This course may be taken three times.

ARTS 173 Advanced Sculpture (1)
An extension of ARTS 007, in which the development of three-dimensional physical and conceptual points of view are emphasized. After the first assignment students can generate their own projects and the class will meet as a seminar to discuss their work. Spring
Instructor(s): Anna Valentina Murch
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): ARTS 007
This course may be taken three times.

ARTS 180 Special Topics in Studio Art (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Spring
Instructor(s): Staff
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
This course may be taken two times.

ARTS 183 Advanced Seminar in Studio Art (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussions, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall
Instructor(s): Staff
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
This course may be taken two times.

ARTS 189 Senior Seminar: Studio Art (1)
Allows upper-division students to produce a body of work in a variety of mediums (ceramics, digital media, installation, painting, photography, sculpture, video) in preparation for the Senior Exhibition. This class provides a forum for the art major to develop her critical skills in relation to graduate portfolio application and the development of language as it relates to the articulation of visual ideas. Fall
Instructor(s): Rotating Studio Art Faculty
Limit 15 students.
Open to juniors and seniors only.

ARTS 190 Senior Exhibition (0.25)
This course is restricted to senior studio art majors, or senior students invited by studio art faculty. All work exhibited must be completed in studio art courses at Mills College. Spring
Instructor(s): Stephan Jost, Stacie Daniels
Pass/No Pass only.
Open to majors only.

ARTS 191 (091) Ceramics (1)
See ARTS 091 in Art (Studio)
Asian Studies
510.430.2338

Faculty: Professional Interests

Wah Cheng
• Modern China, Modern Japan, and East Asia

Mary-Ann Milford
• Contemporary Asian Art, specializing in women’s art of South Asia

Asia plays a strategic role in the balance of world power. It is also the fastest growing area of the world in terms of both population and technology. The Asian studies minor is designed to give students an understanding of the peoples of China, Japan, and India through the study of Asian history, culture, and literature, and to provide a background for those wishing to pursue careers in international relations or graduate work in Asian studies.

Asian Studies Minor
(5 semester course credits)

Select, in consultation with faculty advisor, at least 2 courses from the following:
- ARTH 081 Introduction to Asian Art: India and the Himalayas
- ARTH 082 Introduction to Asian Art: China
- ARTH 181 The Art of Mughal India (1)
- ARTH 185 Painting of China (1)
- ARTH 186 Japanese Painting and Prints (1)
- ARTH 188 Early Japanese Art (1)
- ARTH 191 Seminar: Contemporary Art of Asia (1)

And select, in consultation with faculty advisor, at least 2 courses from the following:
- GOVT 141 Politics of Developing Nations (1)
- HIST 061 China and Japan to 1800 (1)
- HIST 062 China and Japan from 1800 (1)
- HIST 148 Communist China, 1949–1989 (1)
- HIST 153 Traditional China (1)
- HIST 154 Modern China (1)
- HIST 155 Modern Japan (1)
- PHIL 080 Chinese Philosophy (1)
At Mills, we offer a broad spectrum of outstanding opportunities in a unique environment focused on women. You can become a competitive intercollegiate student-athlete or a fitness enthusiast in the Department of Athletics, Physical Education and Recreation. No matter which programs you choose, our incredible educators will help you to extend beyond your limits and develop a passion for putting your body into motion.

Our intercollegiate athletic teams include volleyball, soccer, cross country, swimming, tennis, and rowing. Mills is a member of the California Pacific Conference, the National Collegiate Athletic Association (Division III), and the National Association of Intercollegiate Athletics. Our mission is to help student-athletes achieve excellence in their academic, athletic, and personal pursuits. We teach life skills that transcend athletics. Exceptional women role models come to speak to our student-athletes, such as Olympic soccer gold medallist Tiffany Milbert. Students who have never competed on a team before can transform into athletes at Mills. Mothers, women over traditional college age, and working women have found ways in this supportive environment to balance their academics, personal obligations, and Mills athletics.

Although we have no Physical Education requirement at Mills, our classes are so popular that over half of our student body enrolls in a P.E. activity course each semester. We offer over 25 activity courses for academic credit per semester. Some of our course offerings include massage, personal defense for women, cardio-kickboxing, core strength, fencing, sailing, cardio-samba, yoga, water exercise, nutrition, and women’s wellness. Our instructors are highly qualified, engaged with their courses, and are always happy to see both beginning and experienced participants. P.E. courses like hiking and trail running offer students the chance to experience some of the amazing parks and trails in the Bay Area, as well as an opportunity to get off campus for some sunshine and stress relief. Other classes offer students the chance to improve or acquire skills for the intercollegiate teams.

Our recreation program offers a wide range of activities, including a basketball sports club, an outdoor adventures program, off-campus excursions, and a multitude of campus-wide events. These getaways give students opportunities to escape to the natural wonders of northern California or
explore exciting San Francisco Bay Area culture. Whether you join us for a serene hike on Mount Tamalpais or for an A's Game complete with a tailgate party, you’re sure to find a great time.

Athletics, Physical Education and Recreation has no Major or Minor component.

Courses

PE 004 Hiking (0.25)
In this class students will hike the trails of the local regional parks, hiking a different trail each week. Trail maps will be distributed, and highlights of the trail will be discussed. Fall and Spring
Instructor(s): Staff
Pass/No Pass only. Limit 12 students.

PE 004B Advanced Hiking (0.25)
Advanced Hiking meets once every two weeks for four hours. Class participants should feel comfortable walking up to 2 hours on trails in the greater Bay Area. Hikes will vary from moderate to strenuous depending on individual fitness levels. Spring
Instructor(s): Sharon Chiong
Pass/No Pass only. Limit 10 students.

PE 005 Personal Defense for Women (0.25)
This course teaches verbal and physical skills, as well as emotional strategies for dealing with a single unarmed attacker. The class is built around four basic principals: awareness, personal safety and prevention; assertiveness and self-esteem; physical techniques; and emotional recovery. A “padded attacker” may be used to facilitate learning of self-defense skills. Fall and Spring
Instructor(s): Vanessa Wilson
Pass/No Pass only.

PE 007A Karate (0.25)
This class is an introductory opportunity to practice martial arts, more specifically Kajukenbo. Kajukenbo is a mind/body/spirit practice. It helps to build physical strength and flexibility, as well as confidence, self-esteem, and emotional resiliency. We will learn the basics of kicking, punching, rolling and falling, basic self-defense drills, introductory forms or “kata”, and some basic sparring drills. The class is also appropriate for continuing Kajukenbo students. Fall and Spring
Instructor(s): Vanessa Wilson
Pass/No Pass only.

PE 010 Trail Running (0.25)
This class provides runners with a non-competitive opportunity to train on challenging, scenic trails in the East Bay hills. Workouts are designed to meet individual fitness levels. Out and back, loop trail and drop off runs will be incorporated. Class meets rain or shine. Spring
Instructor(s): Sharon Chiong
Pass/No Pass only. Limit 12 students.

PE 011A Strength Training (0.25)
This course focuses on basic strength training concepts, different types of conditioning programs, and how to utilize the equipment in the fitness center. Students learn to safely strength train following programs designed to meet individual needs and provide lifelong enjoyment. Fall and Spring
Instructor(s): Wendy Franklin-Willis
Pass/No Pass only. Limit 15 students.

PE 011C Cardio Fitness and Circuit Training (0.25)
This introductory circuit training course focuses on developing core strength using free weights, medicine balls and physio-balls. Students learn to design conditioning programs to meet their individual needs. The aerobic fitness component of the class will teach the students how to improve their cardio-respiratory endurance. Spring
Instructor(s): Wendy Franklin-Willis
Pass/No Pass only. Limit 12 students.

PE 012A Cardio-Samba (0.25)
Fall and Spring
Instructor(s): Tedje Rose
Pass/No Pass only.

PE 012B Cardio-Kickboxing (0.25)
This aerobics course uses kickboxing movements and upbeat music in high-energy workouts designed to improve cardio-respiratory conditioning and muscular strength. Fall and Spring
Instructor(s): Staff
Pass/No Pass only.

PE 012C Turbo Kick/Kickboxing (0.25)
Fall and Spring
Instructor(s): Tracie McCants
Pass/No Pass only.
PE 012E Core Flow (0.25)
This class is a unique blend of Pilates-based exercises, yoga, and ballet/dance techniques for centering and body conditioning. **Fall and Spring**
Instructor(s): Janet Welsh
**Pass/No Pass only.**

PE 013 Water Exercise (0.25)
Students learn how to utilize water resistance to increase cardiovascular endurance, muscle tone, flexibility and range of movement, while minimizing stress on joints. Excellent workout for all people, including those recovering from injuries or surgery, or managing back or knee soreness, but still want a full cardiovascular workout. No swimming skills required. **Fall**
Instructor(s): Tanya Miner
**Pass/No Pass only.**

PE 016 Yoga (0.25)
Basic Yoga postures and mind work are introduced. Emphasis is placed on integrating Yoga principles into daily life. **Fall and Spring**
Instructor(s): Jeanne Dowell
**Pass/No Pass only.**

PE 017 Tai Chi (0.25)
This class teaches how to integrate breath work, movement, and meditation to reclaim the fullness of the present moment and recognize our connection to all things and all beings. Students discover how to create and maintain optimum health and vitality through the ancient Taoist practice of Tai Chi Chuan (Yang style). **Fall**
Instructor(s): Marla Mundis
**Pass/No Pass only.**

PE 018 Massage (0.25)
Various massage techniques are taught in this class including: Swedish, Sports massage, Trigger Points, Shiatsu, Acupressure and Energy Work. Students explore new ways to relate to their bodies and discover how to create and maintain optimum health and vitality through the art of massage. **Spring**
Instructor(s): Marla Mundis
**Pass/No Pass only.**

PE 019 Personal Fitness & Wellness (0.25)
Students learn the physical, mental, emotional, social and spiritual health-related components of personal fitness and wellness. Topics include cardiovascular training, muscular strength and endurance, body image, nutrition and recreation in addition to muscular relaxation, yoga, Tai Chi, and body massage. **Spring**
Instructor(s): Sharon Chiong
**Pass/No Pass only.**
Limit 10 students.

PE 022A Elementary Equitation (0.25)
Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings and weekends. The fee for 8 one-hour group lessons is $300, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**
Instructor(s): Carol Berendsen
**Pass/No Pass only.**

PE 022B Intermediate Equitation (0.25)
Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings and weekends. The fee for 8 one-hour group lessons is $300, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**
Instructor(s): Carol Berendsen
**Pass/No Pass only.**

PE 022C Equitation Elementary Jumping (0.25)
Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings and weekends. The fee for 8 one-hour group lessons is $300, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. **Fall and Spring**
Instructor(s): Carol Berendsen
**Pass/No Pass only.**
PE 022D Equitation Intermediate Jumping (0.25)
Beginning through advanced courses in English riding technique are offered. At the organizational meeting during the first week of classes, the riding instructor will help determine the appropriate class level for each student. Classes are available mornings, afternoons, evenings and weekends. The fee for 8 one-hour group lessons is $300, payable at the organizational meeting. Students must provide their own transportation or carpool to the riding academy located 20 minutes from campus. Fall and Spring
Instructor(s): Carol Berendsen
Pass/No Pass only.

PE 023 Fencing (0.25)
This course is designed to teach the fundamentals of foil fencing as a lifetime recreational sport. Fencing equipment provided. Athletic shoes required. Spring
Instructor(s): Harold Hayes
Pass/No Pass only.
Limit 12 students.
Fall and Spring
Offered in 2005–2006 and then every other year.

PE 024 Golf (0.25)
This course provides an introduction to basic golf skills, rules and etiquette. Students have an opportunity to learn and practice the golf swing, putting stroke, long and short game skills, and chipping. Spring
Instructor(s): Colette Bowler
Pass/No Pass only.
Limit 12 students.

PE 026A Elementary Tennis (0.25)
Tennis stroke fundamentals, strategy and scoring are taught in a fun-filled environment. Individual strengths, challenges and learning styles are taken into consideration. Racquets and balls are provided. Fall and Spring
Instructor(s): Marc Weinstein
Pass/No Pass only.
Limit 12 students.

PE 026B Intermediate Tennis (0.25)
Stroke fundamentals are reviewed. Skills and strategies are practiced in game situations. Tennis as a sport, the broader social perspective and the physical and mental challenges of competition will be discussed. Racquets and balls are provided. Fall and Spring
Instructor(s): Marc Weinstein
Pass/No Pass only.
Limit 12 students.

PE 026C Advanced Tennis (0.25)
Tennis strokes are refined, strategy and footwork are emphasized, and sport psychology techniques are introduced. Improving and enjoying tennis is the goal. This class is excellent preparation for the intercollegiate tennis team at Mills. Racquets are available. Fall
Instructor(s): Marc Weinstein
Pass/No Pass only.
Limit 12 students.

PE 027A Elementary Swimming (0.25)
The purpose of this class is to help the non-swimmer become more comfortable in the water. Basic skills such as breath control, floating, treading, front and back crawl, breaststroke, sidestroke, and elementary backstroke will be taught in a safe, fun, and supportive learning environment. Each student progresses at her own rate. Fall and Spring
Instructor(s): Neil Virtue
Pass/No Pass only.
Limit 10 students.

PE 027B Intermediate Swimming (0.25)
The purpose of this class is to help students become more confident in the water and improve stroke efficiency. Fall and Spring
Instructor(s): Neil Virtue
Pass/No Pass only.
Limit 10 students.
Note(s): Student should be able to swim four lengths of the pool with relative comfort.

PE 027C Fitness Swimming (0.25)
The goal of this class is to teach students to swim for fun and fitness. Students use fins, paddles, kickboards, pull-buoys, and other swim equipment to increase cardio-respiratory endurance. In addition to working on stroke technique, interval training, set training, and components of a workout are introduced. This class is excellent preparation for the intercollegiate swim at Mills. Fall and Spring
Instructor(s): Neil Virtue
Pass/No Pass only.
Limit 12 students.
Note(s): Student should be able to swim comfortably for a period of ten minutes.

PE 028 Sailing (0.25)
Spring
Instructor(s): Jan Crosbie-Taylor
Pass/No Pass only.
Limit 10 students.
PE 029 Soccer (0.25)
Basic soccer skills, including passing, trapping, heading, slide tackling and more are taught in this course. Strategy and rules of both outdoor and indoor soccer are included. This class is excellent preparation for the intercollegiate soccer team at Mills. **Spring**
Instructor(s): Colette Bowler
Pass/No Pass only.

PE 032 Footbag, Juggling & Other Unique Sports (0.25)
This course focuses on three unique sports: freestyle footbag, juggling, and snakeboarding. In freestyle footbag, students learn the basic kicks and delays that build the foundation of the sport. Students also learn three ball juggling and club juggling and are introduced to other props like scarves and boxes. Snakeboarding will familiarize the student with the world of wheel sports. This class helps develop hand and foot-eye coordination, balance, discipline and patience. **Fall and Spring**
Instructor(s): Staff
Pass/No Pass only.
Limit 15 students.

PE 035 Ultimate Frisbee (0.25)
Throwing and catching skills, rules and strategies, game play, and vigorous exercise are all a part of this course. All levels of skill and experience are welcome. Cleats or running shoes with good traction are recommended. **Fall and Spring**
Instructor(s): Marc Weinstein
Pass/No Pass only.

PE 036 Bowling (0.25)
Basic bowling techniques, rules, and strategies are taught in this course. Bowling shoes are provided at the bowling alley. **Spring**
Instructor(s): Colette Bowler
Pass/No Pass only.
Limit 12 students.

PE 040 Volleyball (0.25)
The purpose of this class is to develop and improve fundamental volleyball skills including passing, setting, digging, serving, spiking and blocking. Students practice offensive and defensive strategies and practice these skills and strategies during game play. This class is excellent preparation for the intercollegiate volleyball team at Mills. **Spring**
Instructor(s): Marla Mundis
Pass/No Pass only.

PE 047 Rugby (0.25)
Basic skills of rugby including passing, kicking, tackling, forward and back row plays are taught. Strategy and rules of rugby are used in game situations. Cleats and mouth guards are recommended but not mandatory. **Spring**
Instructor(s): Colette Bowler
Pass/No Pass only.

PE 050 Women's Health Issues (1)
This course explores the social, economic, political and personal aspects of women’s health. The major focus of the course is to enable women to effectively navigate the present-day health care system and empower them to take charge of their own health. Students will be challenged to engage in class discussions, critique the readings, ask questions, listen to others, and participate fully in the interactive learning process. Papers, projects, and a final exam are required. **Spring**

PE 061 Nutrition for Health (0.5)
This introductory course provides a foundation in nutrition and a practical, hands-on look at nutrition and eating habits. Topics will include nutrients and nutrition guidelines, carbohydrates, protein, fat and cholesterol, and vitamins and minerals as they relate to weight control, eating disorders, sports nutrition, food preparation, and eating on the go. Student projects will include analyzing your diet, reading food labels, and health risk assessment. **Spring**
Instructor(s): Karen Maggio, RD
Pass/No Pass only.

PE 065 CPR, First Aid, and Prevention and Treatment of Athletic Injuries (0.5)
The course includes first aid for breathing and cardiac emergencies, bleeding, bone and joint injuries and sudden illness. Students are taught how to diagnose and care for athletic injuries. Topics include taping techniques, use of therapeutic modalities and rehabilitation procedures. Successful completion of skills and written tests leads to Red Cross First Aid/CPR/AED certification. **Spring**
Instructor(s): Bridget Mansell
Pass/No Pass only.
Limit 12 students.
PE 073 Lifeguard Training (0.5)
Lifeguard Training, CPR/AED for the Professional Rescuer, Standard First Aid, Oxygen Administration, and Prevention of Disease Transmission skills are taught according to American Red Cross guidelines. Students who pass the written and skills tests in each of these areas will receive Red Cross certification. **Fall and Spring**
Instructor(s): Carol Berendsen
Pass/No Pass only.
Limit 12 students.
Note(s): Students must pass a water skills pretest.

PE 074 Water Safety Instructor (0.5)
The purpose of the Water Safety Instructor (WSI) course is to teach the skills and knowledge needed to instruct twelve different American Red Cross swimming and water safety classes. The course content and activities prepare instructor candidates to teach aquatic skills, address issues common in the teaching environment, develop and improve teaching skills, develop course planning skills, and learn course and program administrative procedures. **Spring**
Instructor(s): Carol Berendsen
Pass/No Pass only.
Limit 10 students.
Note(s): Students must pass a swimming skills test and a water safety written test.

PE 075 Lifeguard Leadership (0.5)
Upon completion of this course students will have the skills and certification to become a Head Lifeguard and instruct the following American Red Cross classes: Lifeguard Training, CPR/AED for the Professional Rescuer, Standard First Aid, Oxygen Administration, and Prevention of Disease Transmission courses. **Fall**
Instructor(s): Carol Berendsen
Pass/No Pass only.
Limit 10 students.
Note(s): Students must pass the lifeguard training skills and written test.

PE 072 Crew Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall and Spring**
Pass/No Pass only.

PE 103 Tennis Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Spring**
Pass/No Pass only.

PE 104 Volleyball Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**
Pass/No Pass only.

PE 105 Cross Country Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**
Pass/No Pass only.

PE 106 Soccer Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall**
Pass/No Pass only.

PE 107 Swim Team (0.25)
The intercollegiate athletic program consists of varsity competition in six sports. Students are encouraged to try out. Travel is extensive. Contact the appropriate coach for more information. **Fall and Spring**
Pass/No Pass only.
Faculty: Professional Interests

Barbara Bowman
• Molecular evolution of fungi, group I introns

John S. Brahson
• Conifer genomics, microbial metabolism and lipid biochemistry

Lisa Urry
• Developmental biology, sea urchin larval development, cell-cell and cell-extracellular matrix interactions, biomineralization

John J. Vollmer
• Natural product chemistry, isolation and identification of toxic constituents of plants, science writing

Biochemistry and molecular biology encompasses the study of biological systems at the molecular level. These systems have the capacity to transform energy, to make cellular components, to sense their environments, to reproduce, and to regulate these molecular processes. Biochemistry and molecular biology explores these aspects of biology using concepts and methods that have been adapted from chemistry, physics, and biology. Therefore, a firm grounding in these disciplines is central to success in this major.

The Biochemistry and Molecular Biology program at Mills has generous laboratory facilities and also uses equipment located in the Chemistry and Physics and the Biology departments. Notable in this selection of equipment are a DNA sequencing apparatus, thermal cyclers for polymerase chain reactions, a digital gel imaging system, nucleic acid hybridization ovens, an ultraviolet (UV) wavelength cross-linker, a table-top ultracentrifuge, UV-visible spectrophotometers, both gas-liquid and high performance liquid chromatographs, a nuclear magnetic resonance spectrometer, a fluorometer, and a 96-well plate reader. The Scheffler Bio-Imaging Center contains a Leica DMLR research-quality fluorescence microscope with both film-based and digital cameras, and a research-quality Nikon dissecting scope with phototube and camera. Standard laboratory equipment is also available, such as clinical and high-speed centrifuges and micro-centrifuges, bacterial cell shakers and incubators, electrophoresis equipment, dissecting and compound microscopes, and culturing facilities for embryos and algae.

The Biochemistry and Molecular Biology degree program offers excellent preparation for graduate study in biochemistry and molecular biology, molecular genetics, developmental biology, and other allied disciplines. It also provides valuable training for students wishing to pursue careers in medicine, dentistry, and other health science professions.

The Biochemistry and Molecular Biology Committee, composed of biology and chemistry faculty members, administers this program and advises majors. Entering students considering this major are urged to take general chemistry in their first year at Mills. Students wishing to pursue careers in research are further urged to obtain laboratory research experience; opportunities are available both on and off campus.

Note: To declare a major in biochemistry and molecular biology, a student must have completed Biology 001 and 002, General Chemistry 017 and 018, and at least one semester of Organic Chemistry 105. The grade average for these courses must be at least B-. Some exceptions may be made upon the recommendation of the program committee. Students required to declare a major before completing these courses may provisionally declare the major. The provisional declaration may be revoked if the student does not earn a B- average in these courses.
Biochemistry & Molecular Biology Major—BA
(15 semester course credits)

Required:
  - BIO 001–002 General Biology I and II with Laboratory (1.25; 1.25)
  - BIO 133 Molecular Cell Biology with Laboratory (1)
  - BIO 135 Genetics with Laboratory (1)
  - CHEM 017–018 General Chemistry I and II with Laboratory (1.25; 1.25)
  - CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
  - CHEM 167–168 Biochemistry I and II with Laboratory (1; 1)
  - PHYS 061–062 General Physics I and II with Laboratory (1.25; 1.25)

Senior Requirement:
  - BIO 191 Senior Seminar (1) or CHEM 191 Senior Seminar (1)

Biochemistry and Molecular Biology majors may elect additional upper-division Biology and Chemistry courses to emphasize a specific area of Biology or Chemistry.

Biochemistry and Molecular Biology Major—BS
(10.75 semester course credits plus Bachelor of Science requirements)

Required:
  - BIO 002 General Biology II with Laboratory (1.25)
  - BIO 133 Molecular Cell Biology with Laboratory (1)
  - BIO 135 Genetics with Laboratory (1)
  - CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
  - CHEM 136 Physical Chemistry II (1)
  - CHEM 167–168 Biochemistry I and II with Laboratory (1; 1)

One additional upper-division Biology course credit
  - CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
  - CHEM 136 Physical Chemistry II (1)
  - CHEM 167–168 Biochemistry I and II with Laboratory (1; 1)

Senior Requirement:
  - BIO 191 Senior Seminar (1) or CHEM 191 Senior Seminar (1)
Biology
510.430.3274

Faculty: Professional Interests

Barbara Bowman
• Molecular evolution of fungi, group I introns

John Harris
• Behavioral and community ecology, wildlife conservation

Bruce Pavlik
• Ecology and physiology of native California plants, conservation and restoration ecology

Susan Spiller
• Physiology and molecular biology of plants and photosynthetic bacteria

Lisa Urry
• Developmental biology, sea urchin larval development, cell-cell and cell-extracellular matrix interactions, biomineralization

Jared Young
• Carbon dioxide signal transduction in stomatal guard cells of Arabidopsis plants, second messenger dynamics in cellular signaling

In the belief that a firm grasp of the scientific method is of utmost importance to all liberal arts students, our basic biology courses expose students to the fundamental questions and concerns of the field and provide training in logical, analytical thinking. Upper-division courses offer advanced study and rigorous training in the various fields of biology. All courses are taught in a highly personalized environment of encouragement, support, and guidance, and students have opportunities to work directly with professors in the laboratory and field. Students also have the opportunity to participate in faculty-directed research on campus; the William Joseph McInnes Botanical Garden on campus is available for research and independent study. In addition, the resources of the Bay Area are utilized for field trips; through the Mills internship program, majors have opportunities to expand their research experiences by working in various industrial firms and laboratories in the Bay Area.

The Biology Department is located in the Life Sciences Building. The Alden Biology Computer Laboratory, dedicated in 1997, provides state-of-the-art computing facilities. The building is well equipped with up-to-date instrumentation for the teaching of modern biological techniques. Notable facilities in the Life Sciences Building include 1) the Scheffler Bio-Imaging Center, with a transilluminating fluorescence microscope with digital camera and imaging software, and 2) a laboratory for undergraduate research, equipped with standard low-speed, high-speed, and ultracentrifuges, a PCR machine, a Beckman DU50 spectrophotometer, walk-in warm and cold rooms, and a marine culture system.

The Barrett Research Program provides an invaluable opportunity for advanced students to carry out a sophisticated research project. Students may apply for a Barrett Award for 10 weeks of summer work; awardees must complete 1.0 credit of directed research during the preceding school year.

Students who major in biology at Mills pursue many different careers after graduating. Many enter professional schools in medical or health fields. Others enter graduate school in a wide variety of biological or biomedical sciences. Mills graduates also pursue careers in environmental consulting, science journalism, scientific illustration, science teaching, and biotechnological and industrial research.

Biology Major—BA (15.50 semester course credits)

Required:

- BIO 001–002 General Biology I and II with Laboratory (1.25; 1.25)
- BIO 125 Principles of Ecology with Laboratory (1)
- BIO 135 Genetics with Laboratory (1)
- CHEM 017–018 General Chemistry I and II with Laboratory (1.25; 1.25)
- CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)

Note: Students are encouraged to take Chemistry 105-106 (Organic Chemistry I and II with Laboratory) in the sophomore year; these courses must be taken no later than the junior year.

- MATH 047 Calculus I (1) or
- ECON 081 Introduction to Statistics (1)

Senior Requirement:

- BIO 191 Senior Seminar (1)

And complete 4 additional upper-division Biology course credits.

Note: Physics 061–062 (General Physics I and II with Laboratory) may be substituted for 1 upper-division Biology course.
Biology Major—BS
(10.75 semester course credits plus Bachelor of Science requirements)

Required:
- BIO 002 General Biology II with Laboratory (1.25)
- BIO 125 Principles of Ecology with Laboratory (1)
- BIO 135 Genetics with Laboratory (1)
- CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)

Senior Requirement:
- BIO 191 Senior Seminar (1)

And complete 4 additional upper-division Biology course credits.

Note: the additional math course in the Natural Science and Mathematics core must be a course in statistics.

Biology Minor
(5.50 semester course credits)

Required:
- BIO 001 General Biology I with Laboratory (1.25)
- BIO 002 General Biology II with Laboratory (1.25)
- BIO 125 Principles of Ecology with Laboratory (1) or
- BIO 135 Genetics with Laboratory (1)

And select 2 additional upper-division Biology courses.

Courses

BIO 001 General Biology I with Lab (1.25)
Principles of biological science underlying the structure and function of living things. Lecture, laboratory, and discussion section. Cells and organelles, enzymes, respiration, photosynthesis, genetics, populations, evolution. Fall
Instructor(s): Barbara Bowman, John Harris, Susan Spiller, Lisa Urry
Prerequisite/co-requisite: Chemistry 017 and pass placement exam. This course not recommended for non-science majors.
Meets the following Gen Ed requirement(s): Natural Sciences

BIO 002 General Biology II with Lab (1.25)
Principles of biological science underlying the structure and function of living things. Lecture, laboratory, and discussion section. The origins and diversity of life. An evolutionary survey of viruses, bacteria, plants, and animals using comparative anatomy, morphology, physiology, and development. Spring
Instructor(s): Barbara Bowman, John Harris, Bruce Pavlik, Susan Spiller
Prerequisite/co-requisite: Chemistry 004 or 017 or pass placement exam. This course not recommended for non-majors.
Meets the following Gen Ed requirement(s): Natural Sciences

BIO 004 Introduction to Biology (1)
An exploration of Biology by examination of current issues and fundamental questions regarding the structure, function, and diversity of living things. Recommended for students without a previous course in Biology or Chemistry, or students requiring additional preparation before taking General Biology. Fall
Instructor(s): Lisa Urry, Bruce Pavlik
Open to undergraduates only.
Note(s): Open to Freshwomen and Sophomores only
Meets the following Gen Ed requirement(s): Natural Sciences

BIO 018 Exploring the World of Plants (1)
Explores the diversity, form and function of plants, from algae to orchids. Includes a beginner’s introduction to plant structure, identification, ecology and propagation techniques, with hands-on experience. Fall
Instructor(s): Bruce Pavlik
Open to undergraduates only.
Meets the following Gen Ed requirement(s): Natural Sciences

BIO 033 Genetics: Human Aspects (1)
An analysis of current topics in human genetics affecting the individual and society. Among the topics to be considered are: fundamentals of human genetics, genetic disease, implications of recombinant DNA genetic engineering, and social, legal, and ethical implications raised by the emerging technologies. Designed for students who are not biology majors. Lectures. Spring
Instructor(s): Staff
Open to undergraduates only.
Meets the following Gen Ed requirement(s): Natural Sciences

BIO 037 California Natural History (1)
A holistic treatment of natural ecosystems, focusing on California’s diverse natural environment. Topics include climate, geology and geography, and adaptations and community relations of plants and animals. Lectures and optional field trips. Designed for majors and non-majors. Fall
Instructor(s): John Harris
Open to undergraduates only.
Offered in 2006–2007 and then every other year. Offered in alternation with: BIO 039
BIO 039 Birds and Birding (1)
A study of the lives of birds, focused on diversity, ecology and behavior. Topics include flight, migration, bird sounds, feeding adaptations, mating, nesting and care of the young, and conservation. Emphasis on building observational skills: finding, recognizing, and studying birds via sight and sound. Lectures, field trips, field projects. Fall  
Instructor(s): John Harris  
Offered in 2005–2006 and then every other year. Offered in alternation with: BIO 037

BIO 041 Introduction to Microbiology with Laboratory (1.25)
A survey of bacteria, viruses, and fungi, focusing on those of medical relevance. Will include techniques for isolating, culturing, and identifying microorganisms. Fall  
Instructor(s): Staff  
Letter grade only. Open to undergraduates only. Offered 2005–2006.

BIO 100 Microbiology (1)
The study of prokaryotic and eukaryotic microorganisms and viruses. Topics include cell structure, mechanisms of energy generation, growth and metabolic regulation, viral replication, the relationship of microorganisms to their environment, food microbiology, and pathogenesis. Lecture and laboratory. Fall  
Instructor(s): Susan Spiller  
Offered in 2006–2007 and then every other year. Prerequisites: Biology 001–002 and Chemistry 105–106 (which may be taken concurrently).

BIO 110 California Flora and Vegetation (1)
Diversity and origin of the native plants of California with an emphasis on evolutionary trends and ecological relationships. Includes identification, classification, endangered species biology, and trips to the north coast and Sierra Nevada. Field and laboratory work. Spring  
Instructor(s): Bruce Pavlik  
Offered in 2005–2006 and then every other year. Prerequisite(s): BIO 001 and BIO 002 and CHEM 018  
Recommended Course(s): CHEM 106

BIO 118 Biology of Plants (1)
A study of the structure and function of plants at the cellular and organismal levels, including a phylogenetic survey of the plant kingdom. Lecture and laboratory. Fall  
Instructor(s): Bruce Pavlik  
Offered in 2006–2007 and then every other year. Offered in alternation with: BIO 149  
Prerequisite(s): BIO 001 and BIO 002

BIO 125 Principles of Ecology (1)
The basic principles governing the relationships of plants and animals to their environment, ecosystem structure and function, the characteristics of populations, intra- and interspecific interactions, and physiological adaptations to the surroundings. Field and laboratory work. Spring  
Instructor(s): John Harris  
Prerequisite(s): BIO 001 and BIO 002

BIO 133 Molecular Cell Biology (1)
A study of the molecular biology of the cell, including how cells are investigated, how cells are organized at the molecular level, how cells communicate intra- and intercellularly, and the evolution of cells. Lecture and laboratory. Spring  
Instructor(s): Barbara Bowman  
Prerequisite(s): BIO 001 and BIO 002 and CHEM 167

BIO 135 Genetics (1)
An examination of transmission genetics and the molecular biology of the genetic material. Topics include patterns of heredity, bacterial and viral genetics, the structure and replication of DNA, gene expression; regulation of gene expression, and recombinant DNA technology. Lecture, discussion section, and laboratory. Fall  
Instructor(s): Barbara Bowman  
Co-requisite: Chemistry 105–106 or permission of the instructor. In exceptional cases, may be taken concurrently with BIO 002 with permission of the instructor. Prerequisite(s): BIO 001

BIO 136 Developmental Biology (1)
Morphological and molecular aspects of the development of multi-cellular organisms. Topics include gametogenesis, fertilization, morphogenesis, pattern formation, cell-extracellular matrix and cell-cell interactions, induction and regulation of gene expression. Lecture and laboratory. Spring  
Instructor(s): Lisa Urry  
Prerequisite(s): BIO 001 and CHEM 017  
Recommended Course(s): BIO 135

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BIO 148 Principles of Evolution and Adaptation (1)
A study of the evolution of life as we know it: its precursors, its adaptations and complexity, the mechanisms by which change comes about in organisms, and the concept of natural selection.  
**Spring**
Instructor(s): John Harris  
Offered in 2007–2008 and then every other year.  
Offered in alternation with: BIO 161  
Prerequisite(s): BIO 001 and BIO 002

BIO 149 Conservation Biology (1)  
The genetics and ecology of declining populations and degraded natural ecosystems. Emphasis on the properties of biological diversity, processes of depletion and extinction, and the biology of preservation, recovery, and management. Lab will feature techniques of genetic inventory, demographic modeling, database structure and access, and the use of GIS technology. Field trips and hands-on projects required.  
**Fall**
Instructor(s): Bruce Pavlik  
Offered in 2005–2006 and then every other year.  
Offered in alternation with: BIO 118  
Prerequisite(s): BIO 125 or BIO 135 or BIO 148  
Recommended Course(s): BIO 110, BIO 161

BIO 153 Human Physiology (1)  
The study of the functioning of the human body. Topics include basic cell functions, the control systems, and the coordinated body functions performed by the cardiovascular, respiratory, excretory, digestive, and reproductive systems. Emphasis is on the interaction of body functions involved in homeostasis.  
**Fall**
Instructor(s): Staff  
Prerequisite(s): BIO 001 and BIO 002 and CHEM 018

BIO 158 Marine Biology (1)  
Description of basic physical, chemical, geological and geographical characteristics of the marine environment. Subsequent focus on the diversity of marine life—animals and plants will be considered from both an organismal perspective (form and function), and an ecological perspective (their habitats and interactions with each other/their environment). Communities studied will include coral reefs, deep sea benthos, plankton, nekton, and intertidal assemblages. The impact of humanity on the world’s oceans will also be considered.  
**Spring**
Instructor(s): Lisa Urry and John Harris  
Prerequisite(s): BIO 001 and BIO 002

BIO 161 Vertebrate Biology (1)  
Anatomy, evolution, physiology, behavior, ecology, and natural history of the various classes of the vertebrates. Lecture and laboratory.  
**Fall**
Instructor(s): John Harris  
Offered in 2006–2007 and then every other year.  
Offered in alternation with: BIO 148  
Prerequisite(s): BIO 001 and BIO 002

BIO 175 Neurobiology (1)  
Nervous system function at the gross anatomical, cellular and subcellular levels. Topics include organization of the nervous system and its circuitry, physiological mechanisms underlying synaptic transmission, transduction of sensory information, developmental neural plasticity, and emotions, sex and disease. Lecture, computer lab, and wet lab demonstrations.  
**Spring**
Instructor(s): Staff  
Prerequisites: Biology 001–002 and CHEM 105–106 (which may be taken concurrently), or consent of instructor.

BIO 180 Special Topics in Biology (1)  
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ.  
**Fall and Spring**
Instructor(s): Staff

BIO 181 Immunology (1)  
A survey of the cellular and molecular mechanisms of the immune response. Emphasis on antibody structure; the basis of antibody diversity; the functions of B lymphocytes, T lymphocytes, and macrophages; transplantation; and immunological diseases. Lecture and laboratory.  
**Spring**
Instructor(s): Lisa Urry  
Prerequisites: Biology 001–002 and CHEM 105–106 (which may be taken concurrently).

BIO 183 Advanced Seminar in Biology (1)  
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ.  
**Fall and Spring**
Instructor(s): Staff  
Open to sophomores, juniors, seniors, and graduate students.

BIO 191 Senior Seminar (1)  
Designed to help senior major attain proficiency in scientific analysis, writing, and oral presentation. Guides preparation of the senior thesis.  
**Fall**
Instructor(s): Bruce Pavlik, Lisa Urry  
Open to seniors only.
Biopsychology
510.430.3274

Faculty: Professional Interests

Elizabeth A. Bachen
• Clinical psychology, psychological stress and health, psychosocial and biological influences on health

Carol C. George
• Developmental psychology, social and emotional development, trauma and loss, attachment

John Harris
• Behavioral and community ecology, wildlife conservation

Dean M. Morier
• Social psychology, personality and social behavior, belief formation and change

Bruce Pavlik
• Ecology and physiology of native California plants, conservation and restoration ecology

John C. Ruch
• Visual thinking and problem-solving, computer-based multimedia strategies in education

Susan C. Spiller
• Physiology and molecular biology of plants and photosynthetic bacteria

Lisa Urry
• Developmental biology, cell-cell and cell-extracellular matrix interactions

John J. Vollmer
• Natural product chemistry, isolation and identification of toxic constituents of plants, chemical education, science education

Elisabeth Wade
• Chemical kinetics, atmospheric chemistry

Biopsychology is an interdisciplinary major applying the perspectives and techniques of biology and psychology to understand interactions between mind/body, environment, and behavior. Biopsychology is a rapidly expanding discipline with exciting advances in areas such as psychoneuroimmunology (the exploration of brain, behavior, and immune function) and behavioral genetics (the exploration of genetic and environmental effects on behavior, personality, and mood).

The Biopsychology major is an excellent choice for students who have interests in both the biological and psychological sciences. The majority of coursework comes from the two main disciplines of the major, psychology and biology, and includes courses from chemistry. The combination of courses across disciplines provides students with a foundation for understanding the intersection of biology and psychology at an optimal level. Students may also gain research experience working with faculty in the Psychology and Biology departments. Students in this major will be prepared to pursue graduate studies in psychology or biology, or related fields.

Students interested in graduate studies in biology should complete the full organic chemistry series and are urged to obtain additional laboratory research experience in the biological sciences. Some students may wish to use this major in their preparation for health-related careers. Students who are interested in medicine and nursing should expand their coursework by completing the organic chemistry series, physics, and calculus.

Biopsychology Major—BA
(15.50 semester course credits)

Required:
- BIO 001 General Biology with Laboratory (1.25)
- BIO 002 General Biology with Laboratory (1.25)
- BIO 033 Genetics: Human Aspects (1) or BIO 135 Genetics (1)
- BIO 175 Neurobiology (1)
- CHEM 017 General Chemistry (1.25)
- CHEM 018 General Chemistry (1.25)
- CHEM 105 Organic Chemistry (1.25)
- PSYC 084 Analytical Methods in Psychology (1)
- PSYC 132 Physiological Psychology (1)
- PSYC 151 Research Methods in Psychology (1.25)

Senior Requirement:
- BIO 191 Senior Seminar (1) or PSYC 192 History and Issues in Psychology (1)

Electives:
Select one of the following:
- PSYC 109 Health Psychology (1)
- PSYC 110 Stress and Disease (1)
- PSYC 118 Psychopathology (1)

Select one of the following:
- BIO 136 Developmental Biology (1)
- BIO 153 Human Physiology (1)
- BIO 181 Immunology (1)

Select one of the following:
- PSYC 140 Developmental Psychology (1)
- PSYC 148 Theories of Personality (1)
- PSYC 155 Social Psychology (1)
- PSYC 156 Cognitive Psychology (1)
Biopsychology Major—BS
(13 semester course credits plus Bachelor of Science requirements)

Required:
- BIO 002 General Biology II with Laboratory (1.25)
- BIO 135 Genetics with Laboratory (1)
- BIO 175 Neurobiology (1)
- CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
- PSYC 49 Fundamentals of Psychology (1)
- PSYC 132 Physiological Psychology (1)
- PSYC 151 Research Methods in Psychology (1.25)

Senior Requirement:
- BIO 191 Senior Seminar (1) or
- PSYC 192 History and Issues in Psychology (1)

Electives:
Select one of the following:
- PSYC 109 Health Psychology (1)
- PSYC 110 Stress and Disease (1)
- PSYC 118 Psychopathology (1)

Select one of the following:
- BIO 136 Developmental Biology (1)
- BIO 153 Human Physiology (1)
- BIO 181 Immunology (1)

Select one of the following:
- PSYC 140 Developmental Psychology (1)
- PSYC 148 Theories of Personality (1)
- PSYC 155 Social Psychology (1)
- PSYC 156 Cognitive Psychology (1)

Note: The additional math course in the Natural Science and Mathematics Core must be PSYC 084.
Book Arts
510.430.2217

Faculty: Professional Interests

Janice Braun
• History of books and printing, illustrated books, artists' books, the avant-garde

Julie Chen
• Traditional and experimental bookbinding, artists' books, letterpress printing

Kathleen A. Walkup
• 19th and 20th century women printers, history and practice of typography, letterpress printing, women and literacy, artists' books in the gallery

Grounded in history and fostered by experimentation, the study of Book Arts at Mills offers an unprecedented opportunity for students to explore and create traditional and contemporary books in this rapidly evolving field. Mills has offered pioneering curriculum in Book Arts since the early 1980s; today Mills students can choose from a broad array of classes in various aspects of Book Arts, from letterpress printing and experimental printmaking to the study of contemporary book structures and the historical and conceptual foundations of contemporary artists' bookmaking. The facilities of the Eucalyptus Press and the Florence Walter Bindery provide ample equipment and materials for hands-on work.

Undergraduate women can take individual classes, complete the Book Arts Minor, or choose to combine Book Arts with one or more other fields of study by creating an interdisciplinary College Major.

Graduate women and men in creative writing, literature, visual arts, music and dance can enroll in Book Arts classes as a way of integrating their interests in the complex form of the book, publishing their own writing and images, or exploring the possibilities for alternative means of expression.

All students can take advantage of the new Book Arts Pocket Gallery to curate and install exhibitions or to view the work of their peers.

Book Arts students at Mills can track contemporary trends through the many visiting professionals and scholars who come to campus. Our new Book Arts Artist-in-Residence Program brings a visiting artist to campus each spring who will work in the studio and critique student work. Programs at San Francisco Center for the Book, the Grabhorn Institute, and many other Bay Area institutions give students the opportunity to meet outstanding professionals in the broad field of print culture.

Field trips, internships, and exhibitions abound in the Bay Area, which has a long and rich history in the practice of Book Arts.

Book Arts Minor
(6 semester course credits)

Required:
BOOK 027 Introduction to Book Arts
BOOK 117 Visible Language: Typography, Books & Printing or
BOOK 118 The Book in an Edition
BOOK 121 Bookbinding: Building the Contemporary Book or
BOOK 122 Bookbinding: Traditional Forms & Contemporary Variations

And select from the following:
BOOK 111 Introduction to Printmaking
BOOK 113 Form & Content in Books: New Directions
BOOK 117 Visible Language: Typography, Books & Printing
BOOK 118 The Book in an Edition
BOOK 121 Bookbinding: Building the Contemporary Book
BOOK 122 Bookbinding: Traditional Forms & Contemporary Variations
BOOK 126 Women Reading as a Necessity of Life
BOOK 130 Inventions and Transitions: History of the Book, Origins–18th Century
BOOK 135 Revivals & Innovations: History of the Book in the 19th–21st Centuries
ETHS 090 Comparative Ethnic Literature and Cultural Production

With permission, a student may substitute one course from English (Creative Writing) or Fine Arts (Studio Art) for one of the 3 electives.
Courses

BOOK 027 Introduction to Book Arts (1)
This course offers the beginning student an introduction to the techniques, structures, tools, materials and processes used in creating artists’ books. Students will explore a broad range of studio practice, including letterpress printing, hand and computer typography, simple book structures, and basic relief printmaking as they examine the relationship of verbal, visual, and structural content in books. Students will complete group and individual projects. Field trips, guest artists. Fall and Spring
Instructor(s): Julie Chen, Kathy Walkup
Limit 15 students.
Open to undergraduates only.
Note(s): offered fall one year and spring the following year. Next offered Fall 2005.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

BOOK 111 Introduction to Printmaking (1)
This course will cover a wide variety of printmaking techniques and processes including woodcut, linoleum block, monoprinting, paper lithography and etching. Students will learn how to translate their drawings and ideas for images into prints that can be made both on and off the press. We will explore mark-making and the development of visual content and composition for both books and two-dimensional works. Spring
Instructor(s): Julie Chen
Limit 12 students.
Offered 2006–2007 and then every other year.
Note(s): No auditors
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

BOOK 113 The Form and Content of Books: New Directions (1)
How do the form and content of books affect each other in the creation of artists’ books? What are critical standards by which to discuss and evaluate an artist’s book? To explore these questions, students will create their own artists’ books through directed and individual projects. They will read from literature, visual studies, and the history and practice of bookmaking, and curate small exhibitions to document concepts and working methods of contemporary book artists. Fall
Instructor(s): Kathy Walkup
Limit 12 students.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

BOOK 117 Visible Language: Typography, Books & Printing (1)
This course explores the language of type and its relevance to our own written and visual creations. Students can produce printed books of their writing or explore the use of type as image. We will examine contemporary trends in visual poetics and legibility and study typographic history and culture. Students will learn studio techniques that range from letterpress printing to the creation of a web “zine.” Workshops, guest artists, field trips. Fall
Instructor(s): Kathy Walkup
Limit 12 students.
Offered in 2006–2007 and then every other year.
Note(s): No auditors
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

BOOK 118 The Book in an Edition (1)
Producing books in editions is a complex and challenging undertaking. Students will create or compile content of their choosing, then edit, design, and produce their own books in small editions. We will focus on the interdependence of form and content through studio work, readings, and the examination of historical and contemporary models, while we explore contemporary publishing practice. Especially suitable for students in creative and performing arts and those who are interested in publishing. Fall
Instructor(s): Kathy Walkup
Instructor consent required.
Limit 12 students.
Open to sophomores, juniors, seniors, and graduate students.
Offered 2005–2006 and then every other year.
Note(s): No auditors
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.
BOOK 121 Bookbinding: Building the Contemporary Book (1)
Students will develop a strong working knowledge of the tools and materials used in contemporary bookbinding while learning how to integrate structure with content in the development of their own one-of-a-kind artists’ books. We will move from simple non-adhesive structures through various hard-cover bindings and on to innovative 3-dimensional book forms. Students will use various binding methods to explore the structure of artists’ books. Fall
Instructor(s): Julie Chen
Limit 12 students.
Offered in 2006–2007 and then every other year.
Note(s): no auditors
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

BOOK 122 Bookbinding: Traditional Forms & Modern Variations (1)
This course begins with the construction of several traditional hard-cover bindings before moving to more complex techniques such as multi-section, exposed-sewing, and basic leather binding. Students will design their own variations on traditional techniques and materials. Students will also learn box construction and methods of surface decoration. Spring
Instructor(s): Julie Chen
Limit 12 students.
Offered in 2005–2006 and then every other year.
Note(s): no auditors
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

BOOK 126 Women Reading as a Necessity of Life (1)
What was the reading life of Mills women in 1875? What did Mills women read for pleasure in the 1940s? When did the Mills curriculum begin to recognize and honor racial, ethnic and gender diversity? We will use primary documents in the College archives to answer these and other questions about Mills women and their reading throughout the College’s 150-year history, placing our findings within the general history of women and literacy. Spring
Instructor(s): Kathy Walkup
Limit 15 students.

BOOK 127 (027) Introduction to Book Arts (1)
See BOOK 027 in Book Arts.

BOOK 130 Inventions and Transitions: History of the Book, Origins 18th Century (1)
Survey of the evolution of the manuscript and printed book from the invention of the alphabet through the dawn of the industrial age, including book design, typography, bookbinding, illustration, and papermaking. We will study the impact of books on society as well as economic, political, and cultural influences on reading, censorship, and publishing practices. Writing, printing, and papermaking demonstrations. Seminar format incorporates extensive use of the Library’s rare book collections. Fall
Instructor(s): Janice Braun
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Note(s): Pass/no pass or audit by permission of instructor
Meets the following Gen Ed requirement(s):
Historical Perspectives

BOOK 135 Revivals and Innovations: History of the Book in the 19th–21st Centuries (1)
Addresses trends relating to printing, publishing, and book production in the 19th–21st centuries, primarily in the West. Examines the machine press period, the revival of fine press printing, the avant garde, artists’ books, digital media, and the future of publishing. Considers social, technological, and aesthetic issues relating to book production and literacy in the Industrial Revolution and the two world wars. Fall
Instructor(s): Janice Braun
Letter grade only.
Limit 12 students.
Offered in 2005–2006 and then every other year.
Business Economics
510.430.2113

Faculty: Professional Interests

Mark Bichsel
• Accounting

Siobhan Reilly
• Finance, Human Resources

David Roland-Holst
• Public finance, economics of the family

Roger Sparks
• Corporate finance, managerial and environmental economics

Nancy Thornborrow
• Labor, macroeconomics

The Business Economics major is designed to meet the needs of women who seek careers in business, government, or nonprofit institutions immediately upon graduation from Mills. The program prepares students for positions in fields such as finance, economic analysis, information management, and human resources management.

Students of business economics are afforded the opportunity to study and to develop an understanding of the goals, operation, and management of business firms. In addition, students develop analytic and technical skills useful in solving business problems. Students are encouraged to enroll in mathematics courses and to develop their written and oral communication skills. Mills’ location in the San Francisco Bay Area provides opportunities for internships with major corporations and financial institutions, as well as with federal, state, and local government agencies.

Business Economics Major
(13 semester course credits)

Required:
- ECON 050 Introduction to Economics (1)
- ECON 073 Financial Accounting (1)
- ECON 081 Introduction to Statistics (1)
- ECON 100 Microeconomic Theory (1)
- ECON 136 Managerial Economics (1)
- ECON 164 Econometrics and Business Forecasting (1)
- ECON 187 Internship in Business Economics (1)

Senior Requirement:
- ECON 190 Senior Seminar in Business Economics (1)

And select 5 additional courses from:
- ECON 101 Macroeconomic Theory (1)
- ECON 113 Money and Financial Institutions (1)
- ECON 114 Principles of Individual Investment (1)
- ECON 115 Managerial Accounting (1)
- ECON 116 Corporate Finance (1)
- ECON 117 Women and the Economy (1)
- ECON 121 Labor Economics (1)
- ECON 134 Public Sector Economics: The Economics of Government (1)
- ECON 142 Industrial Organization and Public Policy (1)
- ECON 155 International Trade (1)
- ECON 158 International Finance (1)
- GOVT 101 Organizational Theory (1) or GOVT 102 Administrative Behavior (1)
- PHIL 062 Ethics (1)
- SOSC 122 Legal Aspects of Business (1)

For information about the Mills 4+1 BA/MBA Program, see Economics and the Mills Graduate Catalog.
Chemistry
510.430.2317

Faculty: Professional Interests

Sandra M. Banks
• Chemical education, spectroscopy and organic chemistry reaction mechanisms

John S. Brabson
• Pine genome structure and evolution; sphingolipid metabolism in Pichia Ciferrii

Kristina Faul
• Oceanography, climate change, the chemistry of past oceans, paleoceanography

David Keeports
• Molecular spectroscopy, physics and chemistry education, and software development

John J. Vollmer
• Natural product chemistry, isolation and identification of toxic constituents of plants; chemical education, science writing

Elisabeth Wade
• Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Chemistry is the study of matter: its structure, composition, physical properties, and reactivity. Education in chemistry prepares our students for work as chemists in industrial or government laboratories, or for postgraduate training in a variety of fields such as chemistry, medicine, dentistry, pharmacology, toxicology, and veterinary medicine. The combination of a chemistry major and a computer science minor provides a strong background for work or further study in the new field of cheminformatics. A chemistry major also provides excellent preparation for becoming a science teacher in primary or secondary schools. Chemistry occupies such a central position among the natural sciences that it is essential training for many other disciplines. For example, it provides the foundations of biochemistry, molecular biology, material science, environmental science, and geology.

The study of chemistry is being extended to new levels of detail by the use of sophisticated instrumentation and computers. Successful study of chemistry requires access to this instrumentation, and Mills College is very well equipped. Instruments available for student use include an atomic absorption spectrophotometer, a Fourier transform infrared spectrometer, a Fourier transform nuclear magnetic resonance spectrometer, ultraviolet-visible spectrophotometers, electrochemistry apparatus, high-performance liquid chromatographs, gas-liquid chromatographs, and numerous smaller instruments. The departmental computer lab supports our emphasis on the use of computers in chemistry.

Opportunities to carry out undergraduate research are available in the department during the academic year. Employment and internships may be arranged for the summer at local scientific laboratories.

Chemistry Major—BA
(13.5 semester course credits)

Required:
CHEM 017–018 General Chemistry I and II with Laboratory (1.25; 1.25)
CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
CHEM 109 Analytical Chemistry with Laboratory (1)
CHEM 135–136 Physical Chemistry I and II (1; 1)
PHYS 061–062 General Physics I and II with Laboratory (1.25; 1.25)
CHEM 162 Inorganic Chemistry (.5)
CHEM 134 Physical Chemistry Laboratory (.5)

Senior Requirement:
CHEM 191 Senior Seminar (1)

And select 1 additional semester course credit from the following:
CHEM 165 Bio-organic Chemistry (1)
CHEM 164 Nuclear Chemistry (.5)
CHEM 172 Spectroscopic Analysis (.5)
CHEM 179 Directed Research (.5)

Recommended: additional study in Physics, Biology, Computer Science, and Mathematics.

Chemistry Major—BS
(9 semester course credits plus Bachelor of Science requirements)

Required:
CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
CHEM 109 Analytical Chemistry with Laboratory (1)
CHEM 134 Physical Chemistry Laboratory (0.5)
CHEM 135-136 Physical Chemistry I and II (1; 1)
CHEM 162 Inorganic Chemistry with Laboratory (0.5)
CHEM 167 Biochemistry I with Laboratory (1)

Senior Requirement:
CHEM 191 Senior Seminar (1)
Electives:
Select one additional upper division semester course credit in Chemistry. Students may choose one 1.00 credit course or two 0.50 credit courses.

Chemistry Minor
(6 semester course credits)
Required:
- CHEM 017–018 General Chemistry I and II with Laboratory (1.25; 1.25)
- CHEM 105–106 Organic Chemistry I and II with Laboratory (1.25; 1.25)
And choose one additional course credit in Chemistry above 100.

Courses
CHEM 004 Introduction to College Chemistry (1)
Fundamental principles of general chemistry. Recommended for students who have not previously taken a course in chemistry. Fall
Instructor(s): Kristina Faul
Open to undergraduates only.
Prerequisite(s): MATH 003 or high school algebra.
Meets the following Gen Ed requirement(s):
- Natural Sciences

CHEM 010 Chemistry of Nutrition (1)
A study of the chemical components of food, both natural and synthetic, and how these substances change during food preparation and subsequent biochemical breakdown. Discussion of how nutrients and vitamins function in human metabolism. Spring
Instructor(s): John Brabson
Open to undergraduates only.
Note(s): Not intended for students planning to take Chemistry 167–168.
Meets the following Gen Ed requirement(s):
- Natural Sciences

CHEM 017 General Chemistry I (1.25)
A broad overview of chemical principles. Topics include atomic structure, chemical bonding and molecular structure, chemical periodicity, stoichiometry and nuclear chemistry. Fall
Instructor(s): Elisabeth Wade and Sandra Banks
Prerequisite(s): Chemistry 4 or one year of high school chemistry coupled with satisfactory performance on a placement test.
Meets the following Gen Ed requirement(s):
- Natural Sciences

CHEM 018 General Chemistry II (1.25)
A continuation of an overview of chemical principles and reactivity. Topics include thermodynamics, chemical equilibrium, acid-base theories, solubility, electrochemistry, and chemical kinetics. Spring
Instructor(s): Elisabeth Wade and Sandra Banks
Prerequisite(s): CHEM 017

CHEM 037 Survey of Chemistry (1.25)
A survey of topics in organic chemistry and biochemistry with a focus on aspects relevant to human health and nutrition. Topics include structures of organic compounds, reactions of common functional groups, study of biochemical compounds and polymers, catalysis, and major metabolic pathways. Spring
Instructor(s): Staff
Letter grade only.
Open to undergraduates only.
Prerequisite(s): CHEM 004
Note(s): CHEM 004 as a prerequisite is intended for students without a strong high school chemistry background.

CHEM 105 Organic Chemistry I (1.25)
Study of the chemistry of carbon compounds, especially the relationship between molecular structure and chemical and physical properties. Emphasis is placed on stereochemistry, reaction mechanisms, and the chemistry of hydrocarbons. Laboratory work illustrates the principles discussed in the lecture course and provides practical experience in the isolation, purification, and analysis of organic chemicals. The use of modern equipment and instrumentation is stressed. Fall
Instructor(s): John Vollmer
Prerequisite(s): CHEM 017

CHEM 106 Organic Chemistry II (1.25)
A continuation of the study of the chemistry of carbon compounds and their properties. Emphasis is placed on the chemistry of various functional groups, relevant reaction mechanisms, and methods of instrumental analysis, especially infrared spectroscopy, NMR spectroscopy, and mass spectrometry. Laboratory work illustrates the reactions discussed in the lecture course and provides practical experience in the synthesis of organic chemicals and their analysis using modern spectroscopy. Spring
Instructor(s): John Vollmer
Prerequisite(s): CHEM 105
CHEM 109 Analytical Chemistry (1)
Principles, techniques, and instruments used in quantitative chemical analysis. Principles of chemical equilibria, diffusion-limited reactions, spectrophotometry, and chromatography. Applications to gravimetric, titrimetric, spectrophotometric, chromatographic, and electrochemical analyses. Atomic absorption spectrophotometer, gas and high-pressure liquid chromatographs, and microprocessor-controlled electrochemical analyzer used in analyses. Introduction to statistical treatment of data. Lecture and laboratory. Fall
Instructor(s): Elisabeth Wade
Limit 16 students.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Offered in alternation with: CHEM 162
Prerequisite(s): CHEM 018 and ENG 001
Meets the following Gen Ed requirement(s):
Written Communication

CHEM 134 Physical Chemistry Laboratory (0.5)
An introduction to experimental physical chemistry, including experiments in thermodynamics, kinetics, molecular structure, and spectroscopy. The focus is on applications of modern instrumentation to physical chemistry. This is a half-course that meets over the full semester, for one hour of lecture and three hours of laboratory each week. Spring
Instructor(s): Elisabeth Wade
Limit 12 students.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Recommended Course(s): CHEM 106 and PHYS 062

CHEM 135 Physical Chemistry I (1)
Quantum mechanics and the theory of atomic and molecular spectroscopy. Topics include the experimental foundations of quantum theory, postulates of quantum mechanics, solution of the Schrödinger equation for simple systems, the hydrogen atom, angular momentum, selection rules and atomic spectroscopy, Hückel molecular orbital theory, symmetry and group theory, rotational, vibrational, and electronic spectroscopy. Fall
Instructor(s): David Keeports
Offered in 2006–2007 and then every other year.
Offered in alternation with: CHEM 136
Prerequisite(s): Chemistry 017–018, Physics 061–062, MATH 047–048.

CHEM 136 Physical Chemistry II (1)
Thermodynamics, statistical mechanics, and chemical kinetics. Topics include real gases, the laws of thermodynamics, thermochemistry, phase equilibrium, chemical equilibrium, electrochemistry, the Boltzmann distribution law, statistical thermodynamics, and chemical kinetics. Spring
Instructor(s): David Keeports
Offered in 2005–2006 and then every other year.
Offered in alternation with: CHEM 135
Prerequisite(s): Chemistry 017–018, Physics 061–062, MATH 047–048.

CHEM 162 Inorganic Chemistry (0.5)
Spectroscopy and reactivity of inorganic elements and compounds, including semiconductors, coordination compounds, and organometallics. Introduction to group theory and ligand field theory. Laboratory will include an introduction to inorganic analysis and synthesis. Meets for half of semester. Spring
Instructor(s): Elisabeth Wade
Offered in 2006–2007 and then every other year.
Prerequisite(s): CHEM 018

CHEM 164 Nuclear Chemistry (0.5)
Nuclear stability and reactivity. Radioactive decay. Interactions of radiation with matter. Applications of nuclear processes, including nuclear chemistry and nuclear tracers. Meets for half of semester. Spring
Instructor(s): Elisabeth Wade
Offered in 2006–2007 and then every other year.
Prerequisite(s): CHEM 018

CHEM 165 Bioorganic Chemistry (1)
A study of the structure, reactivity, and synthesis of compounds occurring in nature. Topics include carbohydrates, steroids, terpenes, and alkaloids. Use of the scientific literature is an integral part of the course. Fall
Instructor(s): John Vollmer
Offered in 2006–2007 and then every other year.
Prerequisite(s): CHEM 106
CHEM 167 Biochemistry I (1)
A study of the relationship between the chemical structure and reactivity of molecules and their biological functions; bioenergetics. Introduction to the chemistry of nucleic acids, proteins, carbohydrates, lipids; study of protein folding, protein function, enzyme kinetics, and regulation of activity; intermediary metabolism and energy extraction.
Lecture and laboratory. Fall
Instructor(s): John Brabson
Prerequisite(s): CHEM 106

CHEM 168 Biochemistry II (1)
Study of additional elements of intermediary metabolism: biosynthesis of carbohydrates, biosynthesis and biodegradation of lipids and nitrogenous compounds such as amino acids, nucleotides, etc.; integration of metabolism. Chemical aspects of biological information processing: synthesis of the biopolymers DNA, RNA, and proteins. Regulation of these processes.
Lecture and laboratory. Spring
Instructor(s): John Brabson
Prerequisite(s): CHEM 167

CHEM 172 Spectroscopic Analysis (0.5)
The analysis and identification of organic compounds using infrared spectroscopy, nuclear magnetic resonance spectroscopy, and mass spectrometry, including simultaneous use of all three methods. Proton and carbon-13 NMR spectroscopy will be emphasized. Modern NMR techniques such as APT, COSY, and HETCOR will be explored. This is a half-course that meets once a week over the entire semester. Fall
Instructor(s): Sandra Banks
Limit 12 students.
Prerequisite(s): CHEM 105 and CHEM 106
Recommended Course(s): CHEM 109

CHEM 179A Directed Research (1)
Advanced students of proven ability and sufficient background in chemistry may apply to assist a faculty member with advanced research. Fall and Spring
Instructor(s): Staff
Instructor consent required.
Pass/No Pass only.
This course may be taken two times.

CHEM 180 Special Topics in Chemistry (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Letter grade only.
Note(s): Open to juniors and seniors.
Prerequisite(s): CHEM 106
This course may be taken two times.

CHEM 183 Advanced Seminar in Chemistry (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Letter grade only.
Note(s): Open to juniors and seniors.
Prerequisite(s): CHEM 106
This course may be taken two times.

CHEM 191 Senior Seminar (1)
Literature research with an emphasis on recent developments in chemistry and biochemistry/molecular biology. Familiarizes the student with the structure and funding of the scientific enterprise, the structure of scientific literature, and the format of scientific publications. Articles from the scientific literature are read, presented orally, and discussed. A paper and oral presentation constitute the final project. Fall
Instructor(s): John Brabson
Letter grade only.
Limit 16 students.
Prerequisite(s): Declared major in Chemistry or Biochemistry and Molecular Biology and senior standing
Faculty: Professional Interests

Jane B. Bowyer
- Science education; teacher education; research in cognitive development

Ruth Cossey
- Preservice and inservice mathematics and science education, sociology of education in urban environments, development of healing educational communities

David Donahue
- English and social studies education, literacy, service learning, human rights education

Delaine Eastin
- Educational leadership, civic education and democracy, globalization and the educational imperatives that arise from it, public policy and education, universal preschool, and hands-on learning

Tomás Galguera
- Teacher education for language-minority students, bilingual education and English-language development programs, ethnolinguistic diversity in education

Joseph E. Kahne
- Democracy and education, urban educational change and school policy, sociology of education, service learning and youth development

Diane Ketelle
- Leadership, lives of principals, narrative inquiry, alternate writing forms

Linda Kroll
- Development and teaching of literacy, cognitive development, application of developmental theory to educational issues, teacher education, constructivist theory, self-study

Vicki LaBoskey
- Teacher education, elementary curriculum and instruction, reflection in teaching, self-study

Catherine Lewis
- Senior research scientist studying elementary education and child development in Japan and the U.S.

Richard P. Mesa
- School and school district leadership development; exploring links between leadership and student learning; teacher leadership and student learning; leadership and maximizing the conditions for teacher development and student learning

Linda Perez
- At-risk children and families, the application of developmental theory to special education issues, mental health and developmental disorders of infancy and early childhood

Anna Richert
- Teacher learning/inquiry, teacher knowledge, teacher research, the pedagogy of teacher education, issues in urban education

Judy Van Hoorn
- Child development theory as applied to early childhood educational practice, early childhood teacher education, children’s play, education for peace and non-violence, adolescent development.

In cooperation with the psychology department, the education department offers a major and a minor in child development. The study of children has special significance at Mills, which in 1926 opened the first campus nursery school on the West Coast as a laboratory for child study and professional training of teachers. Child development is an interdisciplinary major grounded in the study of human growth and development. Students observe and participate in the Children’s School and other programs, and may choose to emphasize either early childhood education or, if they have special interests in chronically ill children and those considered “at risk,” child life in hospital or community settings.

The major in child development meets the requirements for a state child development permit for teaching in preschool and day-care centers, and provides a strong basis for graduate school and for many other careers.
Child Development Major
(14 semester course credits)
Advisor: Linda Kroll

Required:
- EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5)
- EDUC 134 Research Methodology for Observing Young Children (.5)
- EDUC 137 Child Language Acquisition (.5)
- EDUC 138 The Relationship between Social, Emotional, and Moral Development and Learning in Children (.5)
- EDUC 160 History and Theories of Play (.5-1)
- EDUC 191A–B Theory and Practice of Early Childhood Education (1-1.5; 1-1.5)
- PSYC 140 Developmental Psychology (1)

Senior Requirement:
- EDUC 192 Senior Seminar: Child Development (.5)

And select additional courses from the following to complete the major in consultation with your advisor:
- EDUC 101 Social Foundations of Education (.5-1)
- EDUC 103 Public Policy: Children, Youth and Family Issues (1)
- EDUC 142 The Hospitalized Child (1)
- EDUC 153 Administration of Early Childhood Programs (1)
- EDUC 155 Children with Special Needs (1)
- EDUC 156 Topics in Child Health and the Exceptional Child (.5)
- EDUC 158 Early Childhood Curricula for Children with Special Needs (.5)
- ETHS 130 Race, Ethnicity, and Child Development (1)
- PSYC 080 Adolescence (1)
- PSYC 165 Infancy
- HIST 158 Growing up in America (1)

Note: Up to the equivalent of 6 Mills semester course credits of Early Childhood Education courses taken at community colleges may be applied toward this major with the approval of the advisor.

Flexibility to substitute a new course, or a course not on the list but offered in the department, is an option available with the approval of a departmental advisor.

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Child Development Major
with Focus on Child Life in Hospitals and in the Community
(14 semester course credits)
Advisor: Linda Perez

Required:
- EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5) or EDUC 158 Early Childhood Curricula for Children with Special Needs (.5)
- EDUC 134 Research Methodology for Observing Children (.5)
- EDUC 138 The Relationship Between Social, Emotional, and Moral Development and Learning in Children (.5)
- EDUC 142 The Hospitalized Child (1)
- EDUC 153 Administration of Early Childhood Programs (1)
- EDUC 154 Medical Information: Children in Hospitals and Clinics (.5)
- EDUC 155 Children with Special Needs (1)
- EDUC 156 Topics in Child Health and the Exceptional Child (.5)
- EDUC 160 History and Theories of Play (.5-1)
- EDUC 173 A–B Internship: Child Life in Hospitals (.5-1) or EDUC 191A–B Theory and Practice of Early Childhood Education (1-1.5; 1-1.5)
- PSYC 140 Developmental Psychology (1)
- PSYC 080 Adolescence (1) or PSYC 165 Infancy (1)

Senior Requirement:
- EDUC 192 Senior Seminar: Child Development (.5)

And select at least 1 course from the following:
- EDUC 103 Public Policy: Children, Youth, and Family Issues (1)
- EDUC 137 Child Language Acquisition (.5-1)
- ETHS 130 Ethnicity, Race, and Child Development (1)
- ANTH 175 Medical Anthropology (1)
- SOC 142 Medical Sociology (1)
- SOC 147 Social Aspects of Cancer (1)
- SOC 148 Sociology of Death and Dying (1)
- PSYC 080 Adolescence (1)
- PSYC 165 Infancy (1)

And select additional courses to complete the major in consultation with your advisor.

Note: No more than the equivalent of 3 Mills semester course credits of Early Childhood Education courses taken at community colleges may be applied toward this major.
Child Development Minor  
(6 semester course credits)  

Required:  
PSYC 140 Developmental Psychology (1)  
PSYC 080 Adolescence (1) or  
PSYC 165 Infancy (1)  
EDU 134 Research Methodology for Observing Children (.5)  
EDUC 137 Child Language Acquisition (.5) or  
EDUC 138 The Relationship Between Social, Emotional, and Moral Development and Learning in Children (.5)  
EDUC 160 History and Theories of Play (.5–1) and an approved field experience with children or  
EDUC 191A Theory and Practice of Early Childhood Education (1–1.5)  

And select courses selected from:  
EDUC 099 Teaching and Learning: An Introduction to Education (1)  
EDUC 101 Social Foundations of Education (.5–1)  
EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5)  
EDUC 142 The Hospitalized Child (1)  
EDUC 155 Children with Special Needs (1)  
ETHS 130 Ethnicity, Race, and Child Development (1)  

Note: Flexibility to substitute a new course, or a course not on the list but offered in the department, is an option with the approval of a departmental advisor.
College Seminar

Interdisciplinary study occupies a key position in a liberal arts education. While other general education requirements explore differences across cultures and time, interdisciplinary courses examine the very ways in which different academic disciplines frame and answer questions about human enterprises or the natural world. As a reflection of the importance of this undertaking, College 60 courses are taught in seminar style and class size is limited to twenty students.

Courses

COLL 005 Information Literacy-Information Technology Skills (0)
Exploration of aspects of information technology as they relate to liberal arts education. Students develop an understanding of the basic operations of computers and computer networks; an ability to search databases and the Internet as sources for reliable information; skill in evaluating resources; and an appreciation of ethical and legal issues related to the use of these technologies. Skills for incorporating information into documents (facility with word processing, spreadsheet, and presentation software) will be assessed. Fall and Spring
Instructor(s): Staff
Pass/No Pass only.
Open to undergraduates only.
Note(s): Required of all entering undergraduate students during their first year; open to graduate students.
Meets the following Gen Ed requirement(s): Info Literacy & Tech. Skills

COLL 060A Tribal Cultures in Fact and Fiction (1)
This course examines the ways in which tribal and indigenous people have been portrayed in anthropological and literary texts. Through critical readings, students will seek to uncover the cultural assumptions, personal perspectives and theoretical biases that have influenced the authors’ representations of native peoples. Spring
Instructor(s): Ann Metcalf
Letter grade only.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirement(s): Interdisciplinary Perspectives

Paris in the early 20th century attracted some remarkable women writers and artists who helped to change the landscape of modern writing, decorative arts, and publishing. Through reading and studio projects we will explore the work of these women in both historical and contemporary contexts. The relationship of literature to its visual forms will be emphasized in this seminar and studio format. Individual and collaborative projects and publication of a little magazine. Spring
Instructor(s): Kathleen Walkup
Letter grade only.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Interdisciplinary Perspectives, Women and Gender

COLL 060C Degas and the Dance (1)
This seminar will explore the 19th century artist Degas and 19th century ballet from a cross disciplinary perspective. Areas of study include gender, sociological and historical issues in art history and ballet history, as they intersect with this artist’s work within the world of ballet. Fall
Instructor(s): Judith Rosenberg
Letter grade only.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirement(s): Interdisciplinary Perspectives

COLL 060D European Women from Antiquity to Early Modern Times (1)
The course introduces students to issues concerning gender, the history of European women, and representations of women in art, science, and literature from antiquity to the early twentieth century. Fall
Instructor(s): JoAnne G. Bernstein
Letter grade only.
Limit 15 students.
Open to sophomores, juniors, and seniors only.
Offered in 2006–2007 and then every third year.
Offered in rotation with: ARTH 199, ARTH 199
Note(s): This is a COLL 060 seminar. To build oral and written skills the students need to participate actively and often throughout the semester; therefore the course needs to be limited in size.
Meets the following Gen Ed requirement(s): Interdisciplinary Perspectives, Women and Gender
COLL 060E Adaptations: Intersections of Literature and Cinema (1)
This seminar explores creative techniques of cinema and literature and the interactive encounters when literary works are adapted to film. Class discussions will be enhanced by guest lectures from faculty of the Letters Division; topics will include fiction and non-fiction, works in English and in translation, and evaluations of each medium’s ability to achieve the goals of the various authors and filmmakers. **Spring**
Instructor(s): Ken Burke
Letter grade only.
Open to undergraduates only.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Interdisciplinary Perspectives

COLL 060F Images and Icons: American Indians in Media, Literature, and History (1)
This course is an examination of American Indians as represented in a variety of disciplines. We will use literary texts, cinematic images, and historical documents to understand topics including the appropriation of Native cultures by New Age movements, American Indians as sports mascots, repatriation of burial remains and artifacts, ethnic identity and sovereign status. **Spring**
Instructor(s): Melinda Micco
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Historical Perspectives, Interdisciplinary Perspectives, Multicultural Perspectives

COLL 060G Movement: Dance as Expressive Culture (1)
Socio-political, historical, and cultural information is embodied through dance expression. This class examines the variety of contexts in which dance appears in the course of human relationships. It focuses on the communicative aspects of movement and introduces dance as a reification of this expression. **Spring**
Instructor(s): Kathleen McClintock
Letter grade only.
Limit 15 students.
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Interdisciplinary Perspectives

COLL 060H Fads and Fashions: Popular Culture and European Modernity (1)
This course introduces students to the development of popular culture in Europe from the Middle Ages through the contemporary world of the European Union. It is interdisciplinary, using sources from art, architecture, literature, drama, film, music, dress, and gastronomy. It also draws upon the literature in the field of popular culture to show the ways in which shifts in fads and fashions interact with one another over time in the evolving world of European culture. **Fall**
Instructor(s): Bert Gordon
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Historical Perspectives, Interdisciplinary Perspectives

COLL 060I Culture and Thought in Ancient Greece (1)
An introduction to Ancient Greek civilization. Exploration of Greek cultural achievements through the study of the fine arts (statuary, architecture, and vase painting) and readings of classical texts (Homer, Sappho, Thucydides, Aeschylus, Plato) and works by modern writers (Friedrich Nietzsche, Martha Nussbaum) reflecting on the Greek world. Examination of the social and political context of the flourishing of Greek culture, especially the concept of the polis and the position of women in the classical world. **Fall**
Instructor(s): Marc Joseph
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Interdisciplinary Perspectives, Written Communication

COLL 060J (Dead) Angels: Mothers and Daughters in Fiction and Theory (1)
This interdisciplinary course draws on readings and theories of literature and psychology, beginning with Woolf and Freud, as lenses through which to examine and interrogate cultural portrayals of mothers and daughters and to consider the legacies and implications of these fictions and theories for modern women. Students work independently and collaboratively. Assignments include response papers and essays, discussions, group presentations, and a class conference. **Spring**
Instructor(s): Ruth O. Saxton
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Offered in alternation with: ENG 001
Note(s): Intended for sophomores, the course will not enroll graduate students.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirement(s):
Interdisciplinary Perspectives, Women and Gender, Written Communication
COLL 060M Greening of Mills College: Resources for a Sustainable Future (1)
The course focuses on issues of environment and sustainability at Mills and within Mills broader community. Format includes lectures, visiting speakers, and field trips within the Mills campus, local neighborhoods, and the Leona creek watershed. Individual faculty and staff teach modules in their areas of expertise. Audiovisual tools will tape events, interviews, and performance pieces for community and public outreach. Spring
Instructor(s): Susan Spiller, Emery Roe
Open to sophomores, juniors, and seniors only.
Note(s): Sophomore seminar
Meets the following Gen Ed requirement(s):
   Interdisciplinary Perspectives

COLL 060N Teaching and Learning (1)
An introduction to interdisciplinary (psychological, sociological and philosophical) perspectives on what it means to know and to learn, both alone and in the context of a diverse group. The implications of these theories for schooling in general and classroom teaching in particular will be considered. Three hours per week required as a participant/observer in an educational setting of the student’s choice. Spring
Instructor(s): Vicki LaBoskey
Open to sophomores, juniors, and seniors only.
Meets the following Gen Ed requirement(s):
   Interdisciplinary Perspectives

COLL 060Q Science and Pseudoscience (1)
A comparison of legitimate methods of scientific inquiry with questionable and even fraudulent methods of subjects on the fringe of scientific credibility. The nature of scientific hypotheses, theories, and laws are examined in the behavioral and natural sciences. Topics will include belief in the paranormal, the persistence of pseudoscientific theories, metaphysical and scientific hypotheses, the evolution and creationism conflict, and anecdotal versus systematic empirical evidence. Fall
Instructor(s): Dean Morier
Letter grade only.
Open to sophomores, juniors, and seniors only.
Note(s): This is a College 60 seminar open to Sophomores.
Prerequisite(s): ENG 001
Meets the following Gen Ed requirement(s):
   Interdisciplinary Perspectives

COLL 060R Robots, Persons, and the Future (1)
An interdisciplinary study of robots, cyborgs, wearable computers, nanotechnology, and other technologies that challenge our ideas of what it means to be a human being. Students will gain a solid technical foundation by building, debugging, and programming robots. We will also read a wide variety of fiction and essays. Fall
Instructor(s): Ellen Spertus
Open to sophomores, juniors, and seniors only.
Note(s): COLL 060 Seminars are restricted to Sophomores
Meets the following Gen Ed requirement(s):
   Interdisciplinary Perspectives

COLL 060V Ants, Brains, Cities, and Software (1)
Introduction to intelligent agent modeling (IAM) across the disciplines. Participants will use software to build simulations of phenomena ranging from pedestrian traffic to ant colonies, from slime mold to cities, and will become familiar with cutting edge concepts such as: chaos, emergence, self-organization, complexity, dynamical systems, and the butterfly effect. Examples drawn from economics, art, biology, chemistry, physics, sociology, anthropology, public policy, city planning, entomology, and mycology. Course assumes no computer background beyond keyboard and mouse skills. Fall
Instructor(s): Dan Ryan
Open to sophomores, juniors, and seniors only.
Note(s): College seminar open to Sophomores
Meets the following Gen Ed requirement(s):
   Human Institutions & Behavior, Interdisciplinary Perspectives
Comparative Literature
510.430.2217

Faculty: Professional Interests

Carlota Caulfield
• 20th-century Spanish and Latin American/Latino poetry; contemporary literature of Spain, Latin America, and the Caribbean; Hispanic cultures; Hispanic writers in the United States; the avant-garde

Héctor Mario Cavallari
• Contemporary Latin American and Spanish literatures, Hispanic cultures, literary criticism, critical theory, Hispanic cinema

Christian Marouby
• 17th and 18th French literature, contemporary critical theory, psychoanalysis, anthropology and literature.

Brinda Mehta
• 19th Century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures.

Elizabeth Siekhaus
• German culture and literature, German poetry, interdisciplinary studies in European literature and culture

The comparative literature major offers the opportunity to bring together the study of a multiplicity of literary traditions. The demands of this major are challenging and require the ability to read literature written in a language other than English. The reward is a cross-cultural, interdisciplinary perspective on literature. Comparing literatures entails a familiarity with cultural specificities and a variety of methods and theories. Therefore, students are introduced to theoretical issues bearing on comparative literary studies, such as questions of genre, the evolution of literary forms, and literature as an expression of culture. Students choose literatures in which they will specialize in consultation with their advisor.

Comparative Literature Major
(13 semester course credits)

Required:

LET 009 Introduction to Comparative Literature (1)
LET 010 Introduction to Literary Criticism (1)

And select 4 courses in primary literary field; 3 courses in secondary literary field; and 3 related courses in any other area that supports the student’s individual focus for her major, chosen in consultation with academic advisor.

Senior Requirement:

LET 191 Senior Thesis (1)

Consisting of a topic of substantial length that includes at least 2 different literary traditions, 1 of which must be outside mainstream British and American literary traditions (for example, African, Asian, Latin American or Caribbean literatures written in English). Reading proficiency in a foreign language will be assessed by the major advisor.
In view of the pervasive roles that quantitative analysis and technology play throughout our society, a basic familiarity with the disciplines of mathematics and computer science has become an integral part of a liberal arts education. As a college for women, Mills recognizes the importance of encouraging women to study mathematics and computer science, and of providing them with the high-quality instruction they need to succeed in these disciplines. Encouraging mathematical and computer literacy, along with “hands-on” experience with computer systems, is part of the College’s continued effort to increase the analytical and technical competence of its women graduates.

Mills has an unusually distinguished record of pioneering in computer science, particularly for a liberal arts college. Between 1960 and 1974, the College progressed from a single course in computing with 1 professor and 1 student to a full-fledged computer science major. Mills was the first women’s college to offer an undergraduate degree in computer science and to establish a department of mathematics and computer science.

Today, the major encompasses the core curriculum recommended by the Association for Computing Machinery. The major is designed to acquaint the student with fundamental concepts and problems in computer science and to prepare her for a career and/or graduate study in computer science and related fields.

Note: To declare a major in computer science, a student must have completed Discrete Math I (MATH 004), Introduction to Computer Science (CS 063), Computer Concepts and Intermediate Programming (CS 064), and Data Structures and Algorithms (CS 124). The grades in each of these courses must be at least a B-. Some exceptions may be made upon the recommendation of the department. Students required to declare a major before completing these courses may provisionally declare the computer science major. The provisional declaration will be revoked if the student does not earn at least a B- in MATH 004, CS 063, CS 064, and CS 124.

Computer Sciences Major (12 semester course credits)

Required:

MATH 004–006 Discrete Mathematics I and II (1; 1)
CS 063 Introduction to Computer Science (1)
CS 064 Computer Concepts and Intermediate Programming (1)
CS 111 Introduction to Computer Architecture (1)
CS 114 Programming Languages (1)
CS 122 Operating Systems (1)
CS 124 Data Structures and Algorithms (1)
CS 125 Theory of Algorithms (1)

And select 3 courses (with at least 1 selected from the first 2) from the following:
CS 113 Compiler Design and Implementation (1)
CS 170 Software Engineering (1)
CS 123 Robots, Persons, and the Future (1)
CS 127 Linear Optimization (1)
CS 128 Theory of Computation (1)
CS 131 Computer Networks (1)
CS 163 Computer Graphics (1)
CS 180 Topics in Computer Science (1)
Note: May be repeated with different topics
CS 186 Web Programming (1)

Recommended:

MATH 047 Calculus I (1)
MATH 048 Calculus II (1)
MATH 050 Linear Algebra (1)
PHYS 061 General Physics I with Laboratory (1.25)

And additional courses in Mathematics, Logic, and Computer Science.
Computer Sciences Minor
(6 semester course credits)

Required:
- MATH 004 Discrete Mathematics I (1)
- CS 063 Introduction to Computer Science (1)
- CS 064 Computer Concepts and Intermediate Programming (1)
- CS 111 Introduction to Computer Architecture (1)
- CS 124 Data Structures and Algorithms (1)

And select 1 course from the following:
- CS 112 Contemporary Computer Architecture (1)
- CS 113 Compiler Design and Implementation (1)
- CS 114 Programming Languages
- CS 122 Operating Systems (1)
- CS 123 Robots, Persons, and the Future (1)
- CS 125 Theory of Algorithms (1)
- CS 127 Linear Optimization (1)
- CS 128 Theory of Computation (1)
- CS 131 Computer Networks (1)
- CS 163 Computer Graphics (1)
- CS 170 Software Engineering (1)
- CS 180 Topics in Computer Science (1)
- CS 186 Web Programming (1)

BA/MA Program in Interdisciplinary Computer Science

Mills has a unique 5-year joint BA/MA program in interdisciplinary computer science. Undergraduate students enrolled in the program major in a field different from computer science, while simultaneously working on the degree requirements for an MA in interdisciplinary computer science. They receive a BA upon completion of undergraduate degree requirements, which usually takes four years, and they receive an MA upon the completion of the graduate degree requirements, which usually takes an additional year.

Undergraduates at Mills are eligible (and encouraged) to apply for admission to the program after enrolling in CS 111 or CS 124. Participants keep their undergraduate status until they have completed all of the BA requirements. Thereafter, they switch to graduate status.

Requirements:
43 course credits (34 for undergraduate plus 9 for graduate), including: the requirements for an undergraduate major different from Computer Science; all other undergraduate degree requirements, including the General Education requirements; and six required Computer Science courses:
- CS 111 Introduction to Computer Architecture (1)
- CS 124 Data Structures and Algorithms (1)
- CS 214 Programming Languages (1)
- CS 222 Operating Systems (1)
- CS 232* The Interdisciplinary Computer Science Research Process (1)
- CS 250* Thesis for the Degree of Master of Arts in Interdisciplinary Computer Science (1)

Three elective Computer Science courses, at least 2 of which must be taken at the 200 level, selected from the following:
- CS 112 (212) Contemporary Computer Architecture (1)
- CS 113 Compiler Design and Implementation (1)
- CS 123 (223) Robots, Persons, and the Future (1)
- CS 125 (225) Theory of Algorithms (1)
- CS 127 (227) Linear Optimization (1)
- CS 128 (228) Theory of Computation (1)
- CS 131 (231) Computer Networks (1)
- CS 163 (263) Computer Graphics (1)
- CS 170 (270) Software Engineering (1)
- CS 180 (280) Topics in Computer Science (1)
- CS 186 (286) Web Programming (1)

An interdisciplinary master’s thesis combining the outside major with Computer Science.

Residence of at least 3 years

Courses

CS 062 Contemporary Computing (1)
This course covers different aspects of computer science and teaches students fundamental programming concepts. Students learn the basics of a wide range of topics such as computer components, data representation, operating systems, applications, computer networking, HTML, JavaScript, computer security, and the history of computers. At the end of the course, each student designs and implements a web site using HTML and JavaScript. Fall
Instructor(s): Almudena Konrad
Note(s): No previous experience with computers is required. Concurrent lab required.
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

*See the Graduate Catalog for course description.
CS 063 Introduction to Computer Science (1)
Problem solving with computers. Problem decomposition, development of graphical user interfaces, development of simple algorithms, and the design and construction of computer programs using object-oriented techniques and the Java programming language. Fall
Instructor(s): Barbara Li Santi, Ellen Spertus, Susan Wang
Note(s): No previous experience with computers is required. Concurrent lab required. Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

CS 064 Computer Concepts and Intermediate Programming (1)
A continuation of problem solving with computers. Emphasis is placed on static and dynamic data structures. These data structures are used to implement various well-known algorithms for searching, sorting, list and string processing, etc. Spring
Instructor(s): Barbara Li Santi, Ellen Spertus, Susan Wang
Note(s): Concurrent lab required. Prerequisite of CS 63 may be waived by instructor. Prerequisite(s): CS 063
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

CS 111 Introduction to Computer Architecture (1)
A thorough introduction to computer architecture and digital logic. Students gain a deep understanding of computers by building and microprogramming their own computer and covering the following topics: Boolean algebra, binary number representation and arithmetic, assembly language, microcode, caches, and data paths. Fall
Instructor(s): Ellen Spertus
Note(s): Concurrent lab required. Prerequisites of MATH 004 and CS 064 may be waived by the instructor. Prerequisite(s): CS 063
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

CS 113 Compiler Design and Implementation (1)
A study of the basic components of compiler design, including lexical, syntactic, and semantic analysis; run-time storage organization, code generation; and code optimization. Automatic construction of lexical and syntax analyzers will also be discussed. An essential part of the course will be the construction of a compiler for a model language. Spring
Instructor(s): Ellen Spertus
Offered in 2006–2007 and then every other year. Offered in alternation with: CS 170
Note(s): Concurrent lab required. Prerequisites of MATH 006 and CS 111 and CS 124 may be waived by the instructor. Prerequisite(s): MATH 006 and CS 111 and CS 124
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

CS 114 (214) Programming Languages (1)
Theory of and practice in the four main programming paradigms: declarative programming, object-oriented programming, functional programming, and logic programming. Topics include the role of structure in programming, procedure activation, program semantics, and variable binding and scoping. Languages studied include Java, C++, Prolog, ML, and Scheme. Spring
Instructor(s): Ellen Spertus
Note(s): Concurrent lab required. Prerequisite(s): MATH 006 and CS 111 and CS 124

CS 122 (222) Operating Systems (1)
Basic issues in process management, memory management, protection, and distributed systems. These concepts are illustrated through examples drawn from modern operating systems. Spring
Instructor(s): Almudena Konrad
Prerequisite(s): CS 111 and CS 124

CS 123 (223) Robots, Persons, and the Future (1)
An interdisciplinary study of robots, cyborgs, wearable computers, nanotechnology, and other technologies that challenge our ideas of what it means to be a human being. Students will gain a solid technical foundation by building, debugging, and programming robots. We will also read a wide variety of fiction and essays. All students will have to write evaluative and predictive essays. Graduate students will be required to build a robot of their own design. Fall
Instructor(s): Ellen Spertus
Offered in 2005–2006 and then every other year. Offered in alternation with: CS 112
Note(s): Concurrent lab required. Prerequisite(s): MATH 006 and CS 111
CS 124 Data Structures and Algorithms (1)
The study of fundamental data structures such as lists, queues, stacks, heaps, hash tables, and trees. An introduction to computational complexity in terms of time and space. The implementation and analysis of sorting and searching algorithms, and as time permits, some graph algorithms. **Fall**

Instructor(s): Susan Wang
Note(s): Concurrent lab required.
Prerequisite(s): MATH 004 and CS 064

CS 125 (225) Theory of Algorithms (1)
An introduction to general algorithmic techniques including divide-and-conquer, dynamic programming, and greedy algorithms. Construction and analysis of some important classes of algorithms such as graph algorithms and string algorithms. An introduction to the complexity classes P, NP, and NP-complete (tractable vs intractable problems). If time allows, special topics, such as approximate algorithms, parallel algorithms, computability, and undecidability, may be included. **Spring**

Instructor(s): Susan Wang
Note(s): Concurrent workshop required.
Prerequisite(s): CS 006 and CS 124

CS 127 (227) Linear Optimization (1)
Introduction to linear optimization—optimizing a linear function subject to a set of linear constraints, emphasizing quantitative modeling, methodology, and the underlying mathematical structures and geometrical ideas. Topics include problem formulation, simplex method, sensitivity analysis, duality theory. **Spring**

Instructor(s): Susan Wang
Offered in 2006–2007 and then every other year.
Offered in alternation with: CS 128
Note(s): Concurrent workshop required.
Prerequisite of MATH 006 or MATH 048 may be waived by the instructor.
Prerequisite(s): CS 004 or CS 048

CS 128 (228) Theory of Computation (1)
An introduction to the mathematical basis for the study of computability and to the formal theory behind compiler design. Topics include the formal models of computation such as finite state automata, pushdown automata, and Turing machines; languages and grammars, such as regular languages and grammars, context-free languages and grammars, and recursively enumerable languages and grammars; and the problems that a machine can and cannot solve. **Spring**

Instructor(s): Steven Givant, Susan Wang
Offered in 2005–2006 and then every other year.
Offered in alternation with: CS 127
Note(s): Concurrent workshop required.
Prerequisite of MATH 006 or MATH 048 may be waived by the instructor.
Prerequisite(s): CS 006 or CS 048

CS 131 (231) Computer Networks (1)
This course studies the Internet, different types of computer networks, and many components that make up these networks. The course addresses many important issues of networks, such as congestion control, flow control, routing, quality of service, security and network management. Students will identify the fundamental issues and some of the current network research efforts. Small scale research will be required, where students will identify a problem, execute network research, and write and present the results. **Fall**

Instructor(s): Almudena Konrad
Prerequisite(s): CS 064
CS 163 (263) Computer Graphics (1)
Principles of three-dimensional computer graphics and their applications, including computer animation. Advanced techniques are derived from minimal set of graphics primitives. Coordinate systems, viewing, transformations, and splines are introduced in a two-dimensional environment and extended to three-dimensional systems. Algorithms for line and polygon drawing, clipping, filling, projection, and hidden-line removal lead to realistic shading, illumination and object rendering. **Fall**
Instructor(s): Almudena Konrad
Offered in 2006–2007 and then every other year.
Offered in alternation with: CS 186
Prerequisite(s): MATH 006 and CS 124

CS 170 (270) Software Engineering (1)
A course designed to help students transform themselves into skilled software engineers, able to apply their knowledge of coding, algorithms, and systems to write elegant, efficient, and correct programs. Topics include techniques and tools for design, documentation, collaboration, development, building, testing, debugging, and maintenance, primarily using the extreme programming methodology. **Spring**
Instructor(s): Ellen Spertus
Offered in 2005–2006 and then every other year.
Offered in alternation with: CS 113
Note(s): Prerequisite CS 122/222 may be taken concurrently.
Prerequisite(s): CS 124 and CS 122

CS 180 (280) Topics in Computer Science (1)
Offers topics that are not offered in the regular curriculum. Topics may include neural networks and other specialized topics in artificial intelligence, networking, very large scale integrated systems, multimedia design and development, parallel and distributed computing, and information retrieval. **Fall**
Instructor(s): Staff
This course may be taken two times.

CS 183 Advanced Seminar in Computer Science (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**
Instructor(s): Staff

CS 186 (286) Web Programming (1)
This course studies the design and implementation of web applications. Students will learn HTML, Java Applets and graphics, animations, multi-threaded programming, network programming, JavaScripts, CGI, Websecurity, multimedia design, Perl, XML, and SQL. There will be several programming assignments, and a final project, where each student will build a web application with components covered during the semester. **Spring**
Instructor(s): Almudena Konrad
Offered in 2005–2006 and then every other year.
Offered in alternation with: CS 163
Prerequisite(s): CS 064
**Dance**
510.430.2175

**Faculty: Professional Interests**

**Katherine Mezur**
- Multimedia performance; contemporary performance in Japan

**Kathleen McClintock**
- Repertory, modern techniques, world dance, choreography, Laban Movement Analysis

**June Y. Watanabe**
- Multimedia performance, collaborations, choreography

**Anne Westwick**
- Modern techniques, ballet, pedagogy, choreography

The curriculum of the dance department is based on the tradition of dance as an art form. Emphasis is placed upon the development of skills in technique and choreography and the related historical and theoretical knowledge essential to a broad understanding of dance. Concentration on the communicative function of dance means that the creative skills of each student are encouraged.

The dance curriculum encompasses 3 main areas of study: history and theory, choreography, and technique. Courses in these areas are sequentially arranged so that the study of history proceeds chronologically; work in choreography is marked by increasing complexity and variety; and technique develops from elementary to intermediate to advanced levels.

In dance, learning takes place as much outside the regular classroom as within it. Hence, rehearsals for performances, master classes with visiting artists, and participation in the repertory dance company and in graduate and senior concerts are considered an important part of a dancer’s education.

The department also offers graduate work leading to a master of arts degree and a master of fine arts degree in dance. For information on graduate programs, see the graduate catalog.

**Dance Major**
(12 semester course credits)

**Required:**
- DNC 034 Improvisation (.5)
- DNC 037 The Art and Craft of Bodies in Motion: Introduction to Choreography (.5)
- DNC 057 Rhythmic Training for the Dancer (.5)
- DNC 074 (174) Ballet History from the 16th through the 19th Centuries (1)
- DNC 076 (176) World Dance (1)
- DNC 081 (181) Composition in Group Forms (.5)
- DNC 082 (182) Thematic Development in Choreography (.5)
- DNC 158 (258) Music Resources for the Dancer (.5)
- DNC 165 20th-Century Dance (1)
- DNC 185 Choreography in Modern Forms (.5)
- DNC 188 (288) Analysis and Criticism of Dance (1)

**Also required:**
One Modern Dance Technique class per semester selected from:
- DNC 005 (105) Elementary Modern Technique (.25; .25)
- DNC 107–108 Intermediate Modern Dance (.25–.5; .25–.5)
- DNC 109–110 Advanced Modern Dance (.25-.5; .25-.5)

And 2 semesters of
- DNC 001–002 (101–102) Elementary Ballet (.25; .25) or
- DNC 003 (103) Intermediate Ballet (.25; .25)

**Senior Requirement:**
- DNC 190 & 191 Senior Project in Dance Research (.5; .5)

And select any other courses from the Dance department course list (DNC) to complete a total of 12 course credits.

**Note:** Majors are required to take a minimum of 4 class periods of Modern Dance per week. Class placement will be determined at the beginning of the semester. Majors are also required to participate in special activities of the department, including setting up, crewing, and striking dance productions. Majors should expect to incur additional costs related to their senior project.
Dance Minor
(6 semester course credits)

Required:
Theory Track
DNC 037 The Art and Craft of Bodies in Motion: Introduction to Choreography (.5)
DNC 074 (174) Ballet History from the 16th through the 19th Centuries (1)
DNC 076 (176) World Dance (1)
DNC 165 20th-Century Dance (1)
DNC 188 Analysis and Criticism of Dance (1)
DNC 190 Senior Project in Dance Research (.5)

Choreography Track
DNC 034 Improvisation (.5)
DNC 037 The Art and Craft of Bodies in Motion: Introduction to Choreography (.5)
DNC 081 (181) Composition in Group Forms (.5)
DNC 82 (182) Thematic Development in Choreography (.5)
DNC 057 Rhythmic Training for the Dancer (.5)
DNC 165 20th-Century Dance (1)

And select any other courses from the Dance department course list (DNC) to complete a total of 6 course credits.

Courses

DNC 001 (101) Elementary Ballet (0.25)
Fundamentals of classical ballet for students with little or no previous dance experience. Fall
Instructor(s): Sonya Delwaide

DNC 003 (103) Intermediate Ballet (0.25)
Classical ballet technique for intermediate and advanced level students, with an emphasis on the physics of the technique, stressing musicality, clarity of line and movement, and a broad range of ballet vocabulary. Fall and Spring
Instructor(s): Sonya Delwaide

This course may be taken two times.

DNC 005 (105) Elementary Modern Dance (0.25)
Introductory studio course in the principals of modern dance technique and creative movement expression for majors and non-majors. Fall and Spring
Instructor(s): Anne Westwick

This course may be taken two times.

DNC 011 (111) Ballet Barre (0.25)
This beginning/intermediate level ballet class will focus on exercises at the barre to develop strength, flexibility, and efficient alignment, as well as confidence in using the physical mechanics and style of ballet vocabulary. Practicing one aspect of ballet center work, such as pirouettes, adagio phrases, petit allegro, the use of port de bras and ipulement, will be part of each class. Fall and Spring
Instructor(s): Anne Westwick, Sonya Delwaide
This course may be taken two times.

DNC 014 Techniques in International Dance Styles: (Selected Form) (0.25)
Different dance techniques will be taught in different years. Students will have the opportunity to explore dance forms from various areas of the world, e.g. Flamenco from Spain, Odissi from India, Tango from Argentina. Fall
Instructor(s): Staff
Offered in 2005–2006 and then every other year. Offered in alternation with: DNC 015
This course may be taken four times.

DNC 015 Jazz (0.25)
A technique class for the beginning dance student. Various styles are taught: lyrical, contemporary street funk, and musical comedy show jazz. Lectures on history, contemporary trends, and anatomy for the jazz dancer are included. Fall
Instructor(s): Staff
Offered in 2006–2007 and then every other year.

DNC 016 African-Haitian/Dunham Technique (0.25)
Beginning level study of African-Haitian dance and the Katherine Dunham technique. Course includes Dunham Center floor warm-up and traditional dances from the African-Haitian culture. Spring
Instructor(s): Michelle Martin

DNC 034 Improvisation (0.5)
Explorations to foster movement invention and spontaneity. Structured and open improvisations incorporating other media, such as music, text, and props. Class participation and informal discussion. Concurrent registration in a dance technique class is strongly advised. Recommended before Introduction to Choreography. Fall
Instructor(s): June Watanabe
Recommended Course(s): DNC 005
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts
DNC 037 The Art and Craft of Bodies in Motion: An Introduction to Choreography (0.5)
Choreography is everywhere from parades to mall design to concert dance. This course introduces the skill of manipulating the elements of time, space, and force in relation to the human body to communicate artistic intent.

Instructor(s): Kathleen McClintock
Limit 16 students.
Note(s): Students registered in choreography courses must also register for a dance technique course
Recommended Course(s): DNC 034
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts

DNC 055 (155) Repertory Dance Company Year (0.25)
Learning and performing a repertory of dances in a variety of settings on and off the campus. Admission by auditions held at the beginning of fall term. Students must make a one-year commitment.

Instructor(s): Sonya Delwaide, Anne Westwick
Instructor consent required.
This course may be taken four times.

DNC 057 Rhythmic Training for the Dancer (0.5)
An exploration of rhythmic materials in relation to dance. Areas of study include musical notation, motif development, study of meters and rhythmic compositional devices. Movement assignments are given to illustrate all areas of study.

Instructor(s): Judith Rosenberg
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts

DNC 074 (174) Ballet History from the 16th through the 19th Centuries (1)
Lectures, readings, and videos on the first 300 years of ballet history, its roots in Renaissance court ritual, its professionalization in the 18th century, the birth of the Romantic ballet, and the classicism of the late 19th century Imperial Russian ballet.

Instructor(s): Judith Rosenberg
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s): Historical Perspectives

DNC 076 (176) World Dance (1)
A study of dance in the contexts of cultures outside the Western tradition. Includes an introduction to a variety of forms and attitudes toward movement; the broad framework of rituals, celebrations, and other events that incorporate dance and perfected performance; and how these events reflect and reinforce cultural attitudes. Films, slides, and readings supplement lectures and discussion.

Instructor(s): Kathleen McClintock
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s): Multicultural Perspectives

DNC 079 Laban Studies (0.5)
an introduction to the movement theories of Rudolf von Laban. Introduction to Labanotation, a notation system for recording movement. Reading and writing skills will be developed.

Instructor(s): Staff
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Note(s): May be taken Fall or Spring

DNC 080 Laban Studies (0.5)
an introduction to the movement theories of Rudolf von Laban. An introduction to Laban Movement Analysis, Laban’s theories for understanding movement expression and communication. The major areas of Effort, Space Harmony, Shape, and Bartenieff Fundamentals will be examined.

Instructor(s): Kathleen McClintock
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Note(s): May be taken Fall or Spring

DNC 081 (181) Composition in Group Forms (0.5)
Assignments designed specifically for the development of group choreography.

Instructor(s): Kathleen McClintock
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): DNC 034 and DNC 037
DNC 082 (182) Thematic Development in Choreography (0.5)
The practice of theme and development is explored in a variety of contexts and then used in the creation of original choreography based on established compositional forms. **Fall**

Instructor(s): Anne Westwick

Note(s): Students who take choreography courses must also register for a dance technique class

Prerequisite(s): DNC 037

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DNC 101 (001) Elementary Ballet (0.25)
See DNC 001 in Dance.

DNC 103 (003) Intermediate Ballet (0.25)
See DNC 003 in Dance.

DNC 105 (005) Elementary Modern Dance (0.25)
See DNC 005 in Dance.

DNC 107 Intermediate Modern Dance (0.25–0.5)
Studio classes designed to increase skills, range, and artistry in modern dance techniques. **Fall**

Instructor(s): Sonya Delwaide, Anne Westwick

Instructor consent required.

Note(s): By audition at the beginning of the term

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DNC 109–110 Advanced Modern Dance (0.25–0.5)
This course introduces various modern techniques for advanced dance students. **Fall and Spring**

Instructor(s): Kathleen McClintock, Sonya Delwaide, Anne Westwick

Note(s): By audition at beginning of term.

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DNC 111 (011) Ballet Barre (0.25)
See DNC 011 in Dance.

DNC 133 Dance Kinesiology (1)
Concert dance is the reference model in considering anatomy, neuromuscular relationships, and individual differences in human movement. Concepts in musculoskeletal anatomy, joint actions, individual differences in human movement, phyiology of dance, conditioning, and movement behavior are considered. **Spring**

Instructor(s): Staff

Offered in 2006–2007 and then every other year.

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DNC 155 (055) Repertory Dance Company Year (0.25)
See DNC 055 in Dance.

DNC 158 (258) Music Resources for the Dancer (0.5)
This course explores musical materials and literature as they pertain to the dancer as educator, performer and choreographer. Topics include musical forms and procedures, musical textures, musical styles, and music literature. Movement studies based on this material as well as the study of various approaches to the music/dance relationship as seen in the dance literature, will be studied. **Spring**

Instructor(s): Judith Rosenberg

Instructor consent required.

Open to sophomores, juniors, seniors, and graduate students.

Prerequisite(s): DNC 057

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DNC 165 20th Century Dance (1)
Lectures, readings, and films/videos on 20th century Western dance beginning with the Diaghilev period of ballet through contemporary modern dance. Includes the development of both ballet and modern dance in the 20th century. **Fall**

Instructor(s): Staff

Meets the following Gen Ed requirement(s): Historical Perspectives

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DNC 170 Seminar in Interdisciplinary Collaboration (0.5–1)
This studio seminar will explore the interdisciplinary nature of the collaborative process. We will focus on aesthetics and cultural concerns in a multiplicity of contexts and the development of work between dance, music, art, video, and writing. Movement and its component elements of time, space, and force are central to all art forms, and provide the means through which life is perceived, experienced, and recreated through art. **Fall**

Instructor(s): June Watanabe

Offered in 2006–2007 and then every other year.

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DNC 174 (074) Ballet History from the 16th through the 19th Centuries (1)
See DNC 074 in Dance.

DNC 176 (076) World Dance (1)
See DNC 076 in Dance.
DNC 180 Special Topics in Dance (0.5–1)  
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**  
**Instructor(s): Staff**

DNC 181 (081) Composition in Group Forms (0.5)  
See DNC 081 in Dance.

DNC 182 (082) Thematic Development in Choreography (0.5)  
See DNC 082 in Dance.

DNC 183 Advanced Seminar in Dance (1)  
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**  
**Instructor(s): staff**

DNC 185 Choreography in Modern Forms (0.5)  
Based on the choreographic theories of Louis Horst’s Modern Dance Forms, emphasis is on contemporary style and compositional techniques in music and art as they relate to dance. **Fall**  
**Instructor(s): June Watanabe**  
Instructor consent required.  
Letter grade only.  
Limit 15 students.  
Open to sophomores, juniors, seniors, and graduate students.  
*Note(s): Students who take choreography courses must also register for a dance technique class*  
*Prerequisite(s): DNC 082*

DNC 186 (286) Modern Forms (0.5)  
A stylistic and contextual investigation of specific modern art forms as a means to deepen the conceptual nature of making dances. **Spring**  
**Instructor(s): Molissa Fenley**  
Limit 15 students.  
Open to sophomores, juniors, seniors, and graduate students.  
*Note(s): students who take choreography courses must also register for a dance technique class*  
*Prerequisite(s): DNC 082*

DNC 188 (288) Analysis and Criticism of Dance (1)  
Lectures, readings, videos and discussions on the elements of choreography. Analysis of dances in relation to style, form and structure, etc. Practice in the writing of analyses and criticisms of dance. **Spring**  
**Instructor(s): Staff**  
Meets the following Gen Ed requirement(s):  
Creating & Critiquing Arts, Written Communication

DNC 190 Senior Project in Dance Research (0.5)  
Preparation and presentation of a research paper that connects the student’s understanding of dance as an art form to other perspectives. **Fall and Spring**  
**Instructor(s): Kathleen McClintock**  
Letter grade only.  
Open to undergraduates only.  
This course may be taken two times.

DNC 191 Senior Project in Dance Research (0.5)  
Preparation and presentation of a research paper that connects the student’s understanding of dance as an art form to other perspectives. **Fall and Spring**  
**Instructor(s): Kathleen McClintock**  
Letter grade only.  
Open to undergraduates only.  
This course may be taken two times.
Economics
510.430.2113

Faculty: Professional Interests

Siobhan Reilly
• Public finance, economics of the family

David Roland-Holst
• International trade, finance, economic policy

Roger Sparks
• Corporate finance, managerial and environmental economics

Nancy Thornborrow
• Labor, macroeconomics

Learning economics prepares students to make more informed choices as citizens of their country and the world through understanding how the world’s scarce resources can be used to satisfy human needs and desires. The economics program at Mills offers courses in the theoretical foundations of decisions faced by individuals in the labor market, by business firms in maximizing profits, by governments in choosing and financing public programs, and by nations in improving their standards of living.

The economics major prepares students for a wide range of careers, as well as graduate study in law, economics, or business. The major develops analytic skills applicable in many different settings and helps students develop mathematical, written, and oral communication skills.

The San Francisco Bay Area offers a wide variety of internships that enhance the academic program.

Economics Major
(12 semester course credits)

Required:
ECON 050 Introduction to Economics (1)
ECON 081 Introduction to Statistics (1)
ECON 100 Microeconomic Theory (1)
ECON 101 Macroeconomic Theory (1)

Senior Requirement:
ECON 192 Senior Seminar (1)

And select 7 additional semester course credits in Economics.

Economics Minor
(6 semester course credits)

Required:
ECON 050 Introduction to Economics (1)
ECON 100 Microeconomic Theory (1) or
ECON 101 Macroeconomic Theory (1)

And select 4 upper-division courses in economics.

MBA Program

The Mills College 4+1 BA/MBA Program allows majors in economics and other fields to earn both a BA and an MBA. The program is designed to be completed in 5 years, with all requirements for the BA degree completed during the first 4 years.

Four-year Mills economics majors should declare their intention to enter the BA/MBA program in their junior year. Transfers and majors in other fields should declare their intention 2 years before graduation to ensure that they have time to complete the following foundation courses:

- Microeconomics and Macroeconomics (ECON 100, 101)
- Financial and Managerial Accounting (ECON 073, 115)
- Statistics and Econometrics (ECON 081, 164)
- Managerial Economics (ECON 136)
- Corporate Finance I (ECON 116)

An intensive summer internship between the fourth and fifth years of the program, along with the foundation courses, provides the necessary work and academic experience for the fifth-year MBA classes. Undergraduates will not be eligible to take graduate courses in this program for credit toward their BA degrees.

For more information about the MBA Program, see the Mills Graduate Catalog.

Courses

ECON 050 Introduction to Economics (1)
An introduction to economic theory and its application to contemporary economic problems. Fall and Spring
Instructor(s): Nancy Thornborrow, Roger Sparks, Siobhan Reilly
Meets the following Gen Ed requirement(s):
Human Institutions & Behavior, Quantitative & Computational Reasoning

ECON 073 Financial Accounting (1)
Elementary accounting theory, with emphasis on the preparation and interpretation of financial statements. Fall and Spring
Instructor(s): Mark Bichsel
Cross-listed with: MGMT 214
ECON 081 Introduction to Statistics (1)
This course covers the following topics: descriptive statistics, probability, probability distributions, random variables, sampling, estimation, hypothesis testing, statistical inference and linear regression. Examples used are drawn largely from social science. Fall
Instructor(s): Nancy Thornborrow
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning
Cross-listed with: MGMT 281

ECON 100 Microeconomic Theory (1)
A comprehensive introduction to advanced principles of microeconomics, including consumer and firm behavior. Conceptual emphasis is on price-directed markets and resource allocation, with additional treatment of welfare economics and government regulation. Fall
Instructor(s): David Roland-Holst
Prerequisite(s): ECON 050
Cross-listed with: MGMT 200

ECON 101 Macroeconomic Theory (1)
Theory of income and employment; role of the monetary system; history of business fluctuations; analysis of the ‘cycle;’ fiscal, monetary, and direct measures for mitigating fluctuations. Spring
Instructor(s): Nancy Thornborrow
Prerequisite(s): ECON 050
Cross-listed with: MGMT 201

ECON 110 Public Policy and the Dependent (1)
This course focuses on provision for the economically dependent in the United States. We examine current and past divisions of responsibility among the government, the market, and institutions such as marriage and the family, taking into consideration the issues of race and gender. We study relevant policies (e.g., transfer programs, and family and labor laws) from the perspectives of economic efficiency and norms of social equity. Spring
Instructor(s): Siobhan Reilly
Next offered in 2005–2006 and then every other year.

ECON 113 Money and Financial Institutions (1)
An introduction to the study of financial institutions. The American banking system as an industry and its relationship to the behavior of the economy is the primary subject. Other financial institutions, such as savings and loan firms, credit unions, savings banks, and financial markets in common stocks, bonds, and commodities are also examined. Spring
Instructor(s): Roger Sparks
Offered in 2006–2007 and then every third year.
Offered in rotation with: ECON 148, ECON 153
Prerequisite(s): ECON 050

ECON 114 Principles of Individual Investment (1)
An introduction to securities markets and individual investment in equities, bonds, and options. This course explores investment principles, fundamental and technical analysis, and online investment resources to develop and maintain model portfolios. Spring
Instructor(s): David Roland-Holst
Prerequisite(s): ECON 050 and ECON 081
Cross-listed with: MGMT 213

ECON 115 Managerial Accounting (1)
This course describes and analyzes the tools available for measurement, control, and planning of business firms. Emphasis will be on the accounting of costs in business. Spring
Instructor(s): Mark Bichsel
Prerequisite(s): ECON 073
Cross-listed with: MGMT 215

ECON 116 Corporate Finance I (1)
An introduction to the concepts and tools of corporate finance, and a discussion of the practical realities of financial decisions. Topics, among others, include present value and the internal rate of return, portfolio theory, debt versus equity financing, and the efficiency of capital markets. Fall
Instructor(s): Roger Sparks
Prerequisite(s): ECON 050 and ECON 081

ECON 117 Women and the Economy (1)
This course examines the impact of changing economic conditions on the nature of women’s work and the effect of women’s work patterns on the economy. Because women work in both paid and unpaid positions, the class addresses an array of issues including family, volunteerism, labor force participation, education and training, occupations, discrimination, poverty, and child care. Fall
Instructor(s): Nancy Thornborrow
Offered in 2005–2006 and then every other year.
Offered in alternation with: ECON 121
Prerequisite(s): ECON 050

ECON 121 Labor Economics (1)
The labor market, labor movement, and employee-employer relations with emphasis on current issues. Fall
Instructor(s): Nancy Thornborrow
Offered in 2006–2007 and then every other year.
Offered in alternation with: ECON 117
Prerequisite(s): ECON 050
Cross-listed with: MGMT 221
ECON 134 Public Sector Economics: The Economics of Government (1)
Public Sector Economics explores how government can protect our collective well being when markets fail. It examines market failures and explores policies to address the problems they cause, like pollution, congestion, poverty, inequality, and the underprovision of public goods such as public safety and scientific research. It examines who really bears the burden of taxes, and analyzes government programs like welfare, Food Stamps, Medicare, and Social Security. It specifically addresses issues of fairness. Spring Instructor(s): Siobhan Reilly Prerequisite(s): ECON 050 Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Quantitative & Computational Reasoning Cross-listed with: MGMT 237

ECON 136 Managerial Economics (1)
This course develops methods for solving business and administrative problems. The course provides a link between economic theory and practice by showing—through examples, case studies, and discussion—how economic analysis can be usefully applied to managerial decision making. The topics to be covered include risk analysis, econometric studies of demand, costs and productivity, the design of optimal pricing schemes, strategic thinking, and global business issues. Spring Instructor(s): Roger Sparks Prerequisite(s): ECON 100 Cross-listed with: MGMT 236

ECON 139 Urban Economics (1)
Urban Economics uses economic analysis to explore why and where cities develop, and how they grow. It also examines important issues cities face, including land use, transportation, education, housing, funding local government, crime, concentrated poverty, and segregation. Fall Instructor(s): Siobhan Reilly Offered in 2006–2007 and then every other year. Prerequisite(s): ECON 050 Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Quantitative & Computational Reasoning Cross-listed with: MGMT 239

ECON 140 Health Economics (1)
This course applies the tools of microeconomics to the study of the health-care sector in the United States, with a focus on issues of equity and efficiency. It analyzes health care as a commodity, the demand for health and medical care, the incentives facing care providers, the functioning of insurance markets, and the roles of government and the private sector. It examines current programs as well as competing proposals for reform of the system. Fall Instructor(s): Siobhan Reilly Offered in 2005–2006 and then every other year. Prerequisite(s): ECON 050 Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Quantitative & Computational Reasoning

ECON 142 Industrial Organization and Public Policy (1)
Microeconomic principles applied to everyday market interactions between firms, consumers, and public agencies. Emphasis is on real examples of business competition and strategy, consumer welfare, and the role of government in overseeing and regulating market outcomes. Spring Instructor(s): David Roland-Holst Offered in 2005–2006 and then every other year. Offered in alternation with: ECON 158 Prerequisite(s): ECON 050 Cross-listed with: MGMT 242

ECON 148 (248) Comparative Economic Systems (1)
The study of economic systems, with particular emphasis on the transition from socialist planning to a market economy, is the topic of this course. We examine the information, decision-making, and incentive structures that characterize different forms of economic organization. Then we evaluate and compare the economic performance of several countries. Fall Instructor(s): Roger Sparks Offered in 2007–2008 and then every third year. Offered in rotation with: ECON 113, ECON 153 Prerequisite(s): ECON 050 Cross-listed with: MGMT 248

ECON 153 Environmental Economics (1)
This course will focus on the application of economic analysis to the problems of resource depletion and environmental pollution. Several fundamental questions will be addressed. Does economic growth necessarily imply environmental destruction? What are the optimal levels of pollution control and energy conservation? What policy options exist for achieving these goals? Should the government sell permits to pollute, tax polluters, or impose direct legal restrictions on the quantities of pollutants? We will also examine the effects of market structure and uncertainty on the rate of resource depletion. Fall Instructor(s): Roger Sparks Offered in 2005–2006 and then every third year. Offered in rotation with: ECON 113, ECON 148 Prerequisite(s): ECON 050 Cross-listed with: MGMT 253
ECON 155 International Trade (1)
A comprehensive introduction to the theory and institutions of international economic relations. Both classical and modern trade theories will be covered, and discussion will focus on current issues of U.S. trade and the world economy. Fall
Instructor(s): David Roland-Holst
Prerequisite(s): ECON 050

ECON 158 International Finance (1)
A comprehensive introduction to international financial markets and international financial strategy for multinational business. Foreign exchange and international capital markets are discussed in detail, as well as practical issues such as financing international trade, international investment, joint ventures, and foreign currency management. Spring
Instructor(s): David Roland-Holst
Offered in 2006–2007 and then every third year.
Offered in alternation with: ECON 142
Prerequisite(s): ECON 155
Cross-listed with: MGMT 258

ECON 159 Economic Development (1)
This course deals with the less-developed countries, home to over two thirds of the world’s population. The first half deals with theories of development and growth, the second half with practical development experience around the world. The latter issues include agricultural sufficiency and modernization, industrialization, employment, income distribution, project evaluation, national economic planning, and developing countries in a globalizing economy. Spring
Instructor(s): David Roland-Holst
Offered in 2005–2006 and then every third year.
Prerequisite(s): ECON 050

ECON 164 Econometrics and Business Forecasting (1)
A comprehensive introduction to statistical methods for economic and business decisions. Emphasis is on practical applications of statistical software and data interpretation. Spring
Instructor(s): Nancy Thornborrow
Prerequisite(s): ECON 050 and ECON 081

ECON 180 Special Topics in Economics (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Offered in 2006–2007 and then every third year.

ECON 183 Advanced Seminar in Economics (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff

ECON 187 Internship in Business Economics (1)
Required internship for Business Economics majors. Fall and Spring
Instructor(s): Staff
Letter grade only.

ECON 190 Senior Seminar in Business Economics (1)
This senior seminar will require students to formulate, conduct, and write a semester-length project using analytical or quantitative methods to evaluate an applied problem in the economy. Spring
Instructor(s): Roger Sparks, Nancy Thornborrow
Prerequisite(s): ECON 050

ECON 192 Senior Seminar in Economics (1)
Students use the tools of economic analysis to investigate contemporary issues. Their findings are shared with peers throughout the semester and presented in a formal written thesis. Spring
Instructor(s): Roger Sparks, Nancy Thornborrow
Letter grade only.
Note(s): Students interested in attending graduate school in Economics or Business are encouraged to take MATH 008 and MATH 047–048.
Prerequisite(s): ECON 050
Faculty: Professional Interests

Jane B. Bowyer
- Science education; teacher education; research in cognitive development

Ruth Cossey
- Preservice and inservice mathematics and science education, sociology of education in urban environments, development of healing educational communities

David Donahue
- English and social studies education, literacy, service learning, human rights education

Delaine Eastin
- Educational leadership, civic education and democracy, globalization and the educational imperatives that arise from it, public policy and education, universal preschool, and hands-on learning

Tomás Galguera
- Teacher education for language-minority students, bilingual education and English-language development programs, ethnolinguistic diversity in education

Joseph E. Kahne
- Democracy and education, urban educational change and school policy, sociology of education, service learning and youth development

Diane Ketelle
- Leadership, lives of principals, narrative inquiry, alternate writing forms

Linda Kroll
- Development and teaching of literacy, cognitive development, application of developmental theory to educational issues, teacher education, constructivist theory, self-study

Vicki LaBoskey
- Teacher education, elementary curriculum and instruction, reflection in teaching, self-study

Catherine Lewis
- Senior research scientist studying elementary education and child development in Japan and the U.S.

Richard P. Mesa
- School and school district leadership development; exploring links between leadership and student learning; teacher leadership and student learning; leadership and maximizing the conditions for teacher development and student learning

Linda Perez
- At-risk children and families, the application of developmental theory to special education issues, mental health and developmental disorders of infancy and early childhood

Anna Richert
- Teacher learning/inquiry, teacher knowledge, teacher research, the pedagogy of teacher education, issues in urban education

Judy Van Hoorn
- Child development theory as applied to early childhood educational practice, early childhood teacher education, children’s play, education for peace and non-violence, adolescent development.

Teacher preparation, child development, and educational leadership are the primary concerns of the department of education.

The department also offers courses concerning historical, sociocultural, political, economic, and philosophical issues in education that are important for any well-educated citizen to understand.

Our programs offer many opportunities to apply knowledge of how children grow and learn; students are encouraged to work with children in the Children’s School (the Mills education department laboratory school) and at other schools off campus, or with children in hospitals and community agencies.

The combination of the study of education and applied experiences is useful for future careers in many fields, including medicine, law, politics, publishing, the arts, and social services, as well as careers more directly serving children and youth. The department advises on the interdisciplinary majors in child development and liberal studies.

Child Development

In cooperation with the psychology department, the education department offers a major and a minor in child development. The study of children has special significance at Mills, which in 1926 opened the first campus nursery school on the West Coast as a laboratory for child study and professional training of teachers. Child development is an interdisciplinary major grounded in the study of human growth and development. Students observe and participate in the Children’s School and other programs, and may choose to emphasize either early childhood education or, if they have special interests in
chronically ill children and those considered “at risk,” child life in hospital or community settings.

The major in child development meets the requirements for a state child development permit for teaching in preschool and day-care centers, and provides a strong basis for graduate school and for many other careers.

**Child Development Major**  
(14 semester course credits)

Advisor: Linda Kroll

**Required:**

EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5)  
EDUC 134 Research Methodology for Observing Young Children (.5)  
EDUC 137 Child Language Acquisition (.5)  
EDUC 138 The Relationship between Social, Emotional, and Moral Development and Learning in Children (.5)  
EDUC 160 History and Theories of Play (.5-1)  
EDUC 191A-B Theory and Practice of Early Childhood Education (1-1.5; 1-1.5)  
PSYC 140 Developmental Psychology (1)

**Senior Requirement:**

EDUC 192 Senior Seminar: Child Development (.5)

And select additional courses from the following to complete the major in consultation with your advisor:  
EDUC 101 Social Foundations of Education (.5-1)  
EDUC 103 Public Policy: Children, Youth and Family Issues (1)  
EDUC 142 The Hospitalized Child (1)  
EDUC 153 Administration of Early Childhood Programs (1)  
EDUC 154 Medical Information: Children in Hospitals and Clinics (.5)  
EDUC 155 Children with Special Needs (1)  
EDUC 156 Topics in Child Health and the Exceptional Child (.5)  
EDUC 160 History and Theories of Play (.5-1)  
EDUC 173 A/B Internship: Child Life in Hospitals (.5-1) or  
EDUC 191A-B Theory and Practice of Early Childhood Education (1-1.5; 1-1.5)  
PSYC 140 Developmental Psychology (1)  
PSYC 080 Adolescence (1) or  
PSYC 165 Infancy (1)

**Note:** Up to the equivalent of 6 Mills semester course credits of Early Childhood Education courses taken at community colleges may be applied toward this major with the approval of the advisor.

Flexibility to substitute a new course, or a course not on the list but offered in the department, is an option available with the approval of a departmental advisor.

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**Child Development Major with Focus on Child Life in Hospitals and in the Community**  
(14 semester course credits)

Advisor: Linda Perez

**Required:**

EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5) or  
EDUC 158 Early Childhood Curricula for Children with Special Needs (.5)  
EDUC 134 Research Methodology for Observing Children (.5)  
EDUC 138 The Relationship Between Social, Emotional, and Moral Development and Learning in Children (.5)  
EDUC 142 The Hospitalized Child (1)  
EDUC 153 Administration of Early Childhood Programs (1)  
EDUC 154 Medical Information: Children in Hospitals and Clinics (.5)  
EDUC 155 Children with Special Needs (1)  
EDUC 156 Topics in Child Health and the Exceptional Child (.5)  
EDUC 160 History and Theories of Play (.5-1)  
EDUC 173 A/B Internship: Child Life in Hospitals (.5-1) or  
EDUC 191A-B Theory and Practice of Early Childhood Education (1-1.5; 1-1.5)  
PSYC 140 Developmental Psychology (1)  
PSYC 080 Adolescence (1) or  
PSYC 165 Infancy (1)

**Senior Requirement:**

EDUC 192 Senior Seminar: Child Development (.5)

And select at least 1 course from the following:  
EDUC 103 Public Policy: Children, Youth, and Family Issues (1)  
EDUC 137 Child Language Acquisition (.5-1)  
ETHS 130 Ethnicity, Race, and Child Development (1)  
PSYC 080 Adolescence (1)  
PSYC 165 Infancy (1)  
HIST 158 Growing up in America (1)

**Note:** No more than the equivalent of 3 Mills semester course credits of Early Childhood Education courses taken at community colleges may be applied toward this major.
Child Development Minor
(6 semester course credits)

Required:

- PSYC 140 Developmental Psychology (1)
- PSYC 080 Adolescence (1) or
- PSYC 165 Infancy (1)
- EDU 134 Research Methodology for Observing Children (.5)
- EDUC 137 Child Language Acquisition (.5) or
- EDUC 138 The Relationship Between Social, Emotional, and Moral Development and Learning in Children (.5)
- EDUC 160 History and Theories of Play (.5–1) and an approved field experience with children or
- EDUC 191A Theory and Practice of Early Childhood Education (1–1.5)

And select courses from:

- EDUC 099 Teaching and Learning: An Introduction to Education (1)
- EDUC 101 Social Foundations of Education (.5-1)
- EDUC 114 Diversity in Children with Special Needs: Cultural and Family Systems (.5)
- EDUC 142 The Hospitalized Child (1)
- EDUC 155 Children with Special Needs (1)
- ETHS 130 Ethnicity, Race, and Child Development (1)

Note: Flexibility to substitute a new course, or a course not on the list but offered in the department, is an option with the approval of a departmental advisor.

Courses

EDUC 055 (155) Children with Special Needs: Infants and Young Children (1)

Focus on special education issues that arise in teaching infants and young children. It examines both diagnosis and identification of special needs and remediation and support available in child care, schools, and hospitals.  

Fall

Instructor(s): Linda Perez

Note(s): EDUC 255 is limited to Child Development graduate students.

EDUC 099 Teaching and Learning: An Introduction to Education (1)

An introduction to various psychological, sociological and philosophical perspectives on what it means to know and to learn, both alone and in the context of a diverse group. The implications of these theories for schooling in general and classroom teaching in particular will be considered. Three hours per week required as a participant/observer in an educational setting of the student’s choice.  

Fall and Spring

Instructor(s): Vicki LaBoskey

Note(s): This course is also offered in rotation as a College 10

EDUC 101 Social Foundations of Education (1)

Overview of the historical, philosophical, and social influences shaping educational practices, beliefs, and goals through history, from the Greeks to the present, focusing on major historical events and selected educational reformers. This course (or an approved equivalent) is required for all credential candidates who earn master’s degrees, and is strongly recommended for students in early childhood education. It is also recommended for all Mills students who are interested in schools and their role in society.  

Fall

Instructor(s): Staff

Open to sophomores, juniors, seniors, and graduate students.

EDUC 102 (202) Teaching for Diversity (1)

Emphasizes the effects of cultural, racial, gender, and social class influences on what children learn and how they are taught.  

Spring

Instructor(s): Jane Bowyer, Pete Mesa

EDUC 103 (203) Public Policy: Children, Youth, and Family Issues (1)

Provides an overview of theory and trends in public policy and federal programs affecting services for children and families. Examination of the networks of agencies, the legislative maze and process at both state and federal levels, advocacy and lobbying, and ways of identifying sources of funding in both the public and private sectors.  

Spring

Instructor(s): Staff

EDUC 114 (214) Diversity in Children with Special Needs: Cultural and Family Systems (0.5)

This course examines the significance of cultural values, traditions, and practices in childcare, health, and education for young children at risk and with special needs. Understanding the special needs of children in a multicultural society requires knowledge of child development including
expertise on a wide range of biomedical factors affecting the special-needs child. Equally important is knowledge of and sensitivity to family culture and the ability to communicate with children and parents from diverse cultures. **Spring**

**EDUC 134 (234) Research Methodology for Observing Children (0.5)**
Focus on systematic techniques of observation and interpretation of children’s behavior and development. Four hours of observation laboratory required weekly in the Children’s School. **Fall and Spring**

**Instructor(s): Staff**

**Prerequisite(s): PSYC 140**

**EDUC 137 Child Language Acquisition (0.5)**
Theories and research on the stages of child language acquisition, first and second language learning, the relationship between language and cognition, and (briefly) the relationship between the development of oral and written language. Students will complete mini-research projects in one of these areas. **Fall**

**Instructor(s): Jane Bowyer**

**Instructor consent required.**

**Offered in 2007–2008 and then every other year.**

**Prerequisite(s): PSYC 140**

**EDUC 138 (238) The Relationship Between Social, Emotional, and Moral Development and Learning in Children (0.5)**
Theories and research on children’s social, emotional, and moral development and its relation to school learning. Students will complete mini-research projects in relation to one of these areas. **Spring**

**Instructor(s): Staff**

**Instructor consent required.**

**Offered in 2006–2007 and then every other year.**

**Prerequisite(s): PSYC 140**

**EDUC 139 (239) The Hospitalized Child (1)**
Consideration of special problems arising through hospitalization of children from infancy through adolescence. Designed for, but not limited to, the student interested in a career as a child-life specialist. Developmental perspective used has applicability for understanding children’s responses to other critical experiences. Course includes field work in hospitals, clinics, or community agencies. **Fall**

**Instructor(s): Linda Perez**

**Prerequisite(s): PSYC 140**

**EDUC 153 (253) Administering Early Childhood Programs (0.5)**
Legal, ethical, and practical problems included in establishing, supervising and directing preschools, day-care facilities, and other educational programs for young children. Work with parents, paraprofessionals, and professional teams. Project proposals, budgets, professional reports. **Fall**

**Instructor(s): Staff**

**EDUC 154 (254) Medical Information: Children in Hospitals and Clinics (0.5)**
Medical and physiological details of the chronic and acute illnesses for which children are hospitalized, as well as the attendant diagnostic and treatment procedures, defined and discussed with a view toward better understanding the impact of the experiences on children. **Fall**

**Instructor(s): Staff**

**Note(s): Prerequisite: Education 142, Psychology 140, or declared prehealth science majors with consent of instructor.**

**EDUC 155 (055) Children with Special Needs: Infants and Young Children (1)**
See EDUC 055 in Education.

**EDUC 156 (256) Topics in Child Health and the Exceptional Child (0.5)**
Selected issues and social problems influencing contexts of health care in pediatrics. Hospital organizations; perspectives of professionals in children’s health care; social dimensions in prematurity, chronic illness, and adolescent health problems; community interactions associated with pediatric AIDS; and ethnic issues in children’s medical experiences are included for examination. A review of health-related issues and problems with implications for educators, professionals in the field of health and child welfare, and parents. Exemplary health curricula for children and adolescents critically examined. Community health resources most frequently utilized by educators and families identified. **Spring**

**Instructor(s): Staff**

**Instructor consent required.**

**Letter grade only.**

**Prerequisite(s): EDUC 142**

**EDUC 158 (258) Early Childhood Curricula for Children with Special Needs (0.5)**
Describes major curriculum models developed for preschool special education. It provides a review of developmental, learning, and behavioral characteristics of young children (3–5 years) with special needs in the context of early intervention strategies that facilitate optimal development and learning in the least restrictive environment. Includes specific
topics such as the development of early literacy and preacademics, multicultural education for preschool children, interagency coordination, collaboration with families, developmentally appropriate practice adapted for children with disabilities.

**Spring**

*Instructor(s): Staff*

*Instructor consent required.*

*Letter grade only.*

*Open to sophomores, juniors, seniors, and graduate students.*

*Prerequisite(s): EDUC 155*

**EDUC 160 (260) History and Theories of Play in Human Development, Culture, and Education (0.5)**

A study of theories of play in historical and contemporary perspective, including explanations of play in human and animal behavior and the relationships of play to child development and cultural values. Issues about play and learning in childhood are explored through research, reading, and observation of children at play. Anthropology, psychology, sociology, and education are used as interdisciplinary sources for study and discussion. **Fall**

*Instructor(s): Staff*

*Letter grade only.*

**EDUC 173A (273A) Field Experience in Child Life in Hospitals (0.5–1)**

Students work in a hospital or clinic child life program or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Fall and Spring**

*Instructor(s): Staff*

*Note(s): Hours individually arranged; time required varies according to credit received.*

**EDUC 173B (273B) Field Experience in Child Life in Hospitals (0.5–1)**

Students work in a hospital or clinic child life program or in a community agency serving children. Supervision is provided by the hospital staff or by agency staff and Mills faculty. **Fall and Spring**

*Instructor(s): Staff*

*Note(s): Hours individually arranged; time required varies according to credit received.*

*Prerequisite(s): EDUC 142*

**EDUC 180 (280) Special Topics in Education (1)**

Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

*Instructor(s): Staff*

**EDUC 183 Advanced Seminar in Education (1)**

In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

*Instructor(s): Staff*

**EDUC 190 Senior Seminar: Liberal Studies (0.5)**

Provides an opportunity for the liberal studies major to synthesize, summarize, and evaluate the interconnections among courses in the multidisciplinary program. Guidelines available in department of education. **Fall**

*Instructor(s): Jane Bowyer*

**EDUC 191A (291A) Theory and Practice of Early Childhood Education (1–1.5)**

First of a two-semester series. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children’s School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. **Fall**

*Instructor(s): Judith Van Hoorn*

*Note(s): Arrangements must be made in the spring prior to enrollment.*

*Prerequisite(s): EDUC 134*

**EDUC 191B (291B) Theory and Practice of Early Childhood Education (1–1.5)**

Continuation of first semester course. Survey of theoretical bases of early childhood curriculum, examination of current practices, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children’s School. Three half-days each week with daily sessions critiquing practice and a weekly seminar on the theoretical foundations. **Spring**

*Instructor(s): Judith Van Hoorn*

*Note(s): Arrangements must be made in the fall prior to enrollment. Prereq 191A/291A or permission of instructor.*

*Prerequisite(s): EDUC 134 and (EDUC 191A or EDUC 291A)*

**EDUC 192 Senior Seminar: Child Development (1)**

Each student plans and completes a documentary or field research project that investigates practical or theoretical aspects of the major. **Spring**

*Instructor(s): Tomás Galguera*

*Open to majors only.*
Faculty: Professional Interests

Elisabeth Wade
- Chemical kinetics, atmospheric pollutants, atmospheric and combustion chemistry

Susan Wang
- Design and analysis of algorithms, very large scale integrated systems, parallel computation

3+2 Dual-degree Engineering Program
Mills students can take advantage of a special 3+2 dual-degree engineering agreement with the School of Engineering of the University of Southern California (USC). A student in this program spends 3 years at Mills fulfilling the requirements for a liberal arts degree while simultaneously pursuing the prerequisite science and mathematics courses needed for engineering. The requirements for a Mills major must be met during this time; typically, the selected Mills major will be one that includes a number of engineering prerequisite courses. The student then transfers to USC’s School of Engineering to complete the requirements for the engineering major. The available engineering majors include: aerospace, biomedical, chemical, civil, computer, electrical, environmental, industrial and systems, and mechanical engineering. Upon completion of the 5-year program, the student will receive a BA from Mills and a BS from USC.

The advantages of the 3+2 program include the breadth and perspective gained from a liberal arts education, an education that emphasizes critical thinking and creativity in a supportive environment with small class sizes. The program thus combines the benefits of a small liberal arts college with the specialization available at a large university. Another advantage is that Mills students who complete the prerequisites for a particular major with at least a 3.0 cumulative GPA and who are recommended by the Mills 3+2 engineering advisors are guaranteed admission into the USC School of Engineering.

For more information about specific engineering major requirements and suggested Mills majors, contact the faculty advisors for the program.
The English Department at Mills offers programs to writers and scholars who come from different backgrounds, who have different styles and who have different dreams. Our programs in Creative Writing and in Literature are designed to provide exciting exposure to works from ancient cultures, classical forms, world literatures and contemporary ideas and to allow the student to flourish as a writer, to find her voice, stretch her possibilities and her imagination. An English Department major or minor can explore a variety of authors, experiment with written forms, learn strategies, crafts and theories, and prepare for graduate school in Literature or Creative Writing. After taking the foundational courses, the major along with her advisor, develops a course of study. This self-designed program allows the student to concentrate on a particular genre, subject, period or focus, bringing together courses that support the major. From Writing Poetry to Fictions by Writers of Color to The Evolution of the Gothic Novel, the range of possibilities is endless.

Workshops in creative writing are offered in Poetry, Fiction, Creative Non-Fiction, and Writing for Young Adults. In literature, we make available a wide choice of periods, authors, and genres, as well as intriguing special topic classes like African American Poetry since 1965, Characterization in Western Literature, The Poet’s Voice, Woolf & Morrison, and Fin de 20th Siecle Poetries.

Students may also take courses in Journalism offered through the department and in Book Arts.

The classes in the English Department are intimate and rely on discussion among the students. We have a lively community-oriented population who gets involved in the literary activities at Mills. The Place for Writers and the Contemporary Writers Series produce programs to support our curriculum with publishing workshops and author presentations. Students also have the opportunity to learn about publishing first hand by working on our undergraduate literary magazine, the Walrus. Visiting writers come to campus to interact with students and give readings. Recent visitors at Mills include Tobias Wolff, Tamim Ansary, Al Young, Barbara Guest, Charles Bernstein, Robert Hass, Dave Eggers and Anne Lamott.

Our faculty are published authors and critics and each year, we enhance our program by having important visiting writers teach some of our courses. Our most recent distinguished writers include:
Victor LaValle, Justin Chin, Robert Grenier, Ginu Kamani and Micheline Aharonian Marcom.

The department also offers graduate work leading to a master of fine arts degree in English and American literature or a master of fine arts degree in creative writing. For information on these graduate programs, see the Graduate Catalog.

English Major
(12 semester course credits beyond English 001)

Required for all majors:
- ENG 010 Introduction to Literature (1)
- 3 Surveys of American or British Literature, 2 of which must be in historical and national sequence (3)

Choose from:
- ENG 043 Survey of African American Literature
- ENG 063 Survey of American Literature I
- ENG 064 Survey of American Literature II
- ENG 065 Survey of British Literature I
- ENG 066 Survey of British Literature II

Choose either (1):
- ENG 115 Shakespeare or
- ENG 174 The Bible as Literature

Senior Thesis Seminar, choose (1):
- ENG 191 Literature or
- ENG 189 Creative Writing

Six remaining courses chosen in consultation with major advisor, four of the six must be upper-division courses (6).

A student who has declared an English major with an emphasis in Creative Writing or Literature and who has completed Introduction to Literature and 2 of the 3 required surveys, meets with her advisor to develop her plan of study that has as its guiding focus a theme, a topic, a genre, an historical period, or a national literature (For examples, see the Handbook: Designing Your English Major). For students with an emphasis in Creative Writing, 3 of the 6 courses must be workshops, 2 of which must be upper-division (A student may take more than 3 workshops but only 3 will count towards the major). These 6 courses prepare the student for her capstone work in the Senior Thesis Seminar, and thus should include both specific areas of study and foundational courses. The plan of study may include relevant literature courses in the departments and programs of English, French, Spanish, Ethnic Studies, and Book Arts.

Note: Transfer students with junior status will complete all of the requirements of the English major, except they must take 2 surveys in any sequence and they will choose 7 remaining courses in consultation with their major advisor (total of 12 semester credits). Courses taken outside of Mills will be evaluated by the major advisor/department to determine which requirements they may fulfill.

English Minor
(6 semester credits beyond ENG 001)

Required:
- ENG 010 Introduction to Literature (1)
- 2 Surveys from above list, any sequence (2)
- ENG 115 or ENG 174 (1)
- 2 upper-division courses in literature (2)

Courses

ENG 001 Critical Reading and Expository Writing (1)
Provides an introduction to the college level skills of reading, writing, and critical thinking necessary for students to succeed at Mills and beyond. Students will read strong expository prose from a variety of contexts and will develop their ability to make, support, examine, and defend informed judgements through writing soundly structured and carefully reasoned prose. Fall and Spring
Instructor(s): Staff
Letter grade only.
Limit 16 students.

ENG 001Y Introduction to Prose Composition for ESL students (1)
Concentrates on increasing the students’ vocabulary, reading comprehension, and understanding of expository prose. Acquaints students with academic and scholarly writing in many disciplines and helps them to develop fluency in writing English. Fall
Instructor(s): Staff
Limit 10 students.

ENG 005 Writing Skills Workshop Tutorial (0.25)
A writing workshop in which students receive individual instruction in grammar and syntax. We also seek to strengthen the writer’s ability to use
her personal voice in a public context without losing its liveliness. **Fall and Spring**

**Instructor(s): Staff**

Pass/No Pass only.

Limit 8 students.

Open to undergraduates only.

Note(s): ENG 005 section must be the same as concurrent ENG 001 section

Must be taken with: ENG 001

**ENG 010 Introduction to Literature (1)**

An introduction to the skills, practices and theories of literary study. The course is writing intensive, familiarizing students with skills needed for writing critical essays about literature and for close analysis of texts. The course includes discussion of the formal conventions of major literary genres as well as discussion of concepts such as: relationships of literary texts to histories and cultures, the formation of canons, literary movements, and theoretical perspectives that inform literary analysis. **Fall and Spring**

**Instructor(s): Staff**

Open to undergraduates only.

**Prerequisite(s): ENG 001**

Meets the following Gen Ed requirement(s):

- Creating & Critiquing Arts
- Written Communication

**ENG 012 Ancient Myth: Greek and Roman Mythology (1)**

This course examines the uses of mythology in Western literature. We will read Greek and Roman versions of ancient myths (Metamorphoses, The Oedipus Cycle, The Odyssey) and trace the transformations and interpretations of those myths in literature. Texts vary but include plays by Shakespeare and by modern dramatists, modern novels and poetry, essays on psychoanalysis, and collections of modern urban myths. Focus on student writing to teach students to think analytically and to write clearly. **Fall**

**Instructor(s): Staff**

Instructor consent required.

Offered in 2005–2006 and then every other year.

Offered in alternation with: ENG 045

Note(s): Preference given to freshwomen and sophomores.

**Prerequisite(s): ENG 001**

**ENG 043 Survey of African American Literature (1)**

The goal of this lower-division course is to familiarize students with the major authors, literary movements, artistic strategies, and social concerns that have shaped and defined African American literature during its first 300 years. Topics will include the antebellum period, the Harlem Renaissance, the Black Arts Movement, and the post-modern era. Writers may include Wheatley, Douglass, Dunbar, Brooks, Walker, Clifton, Bradley, and others. **Fall**

**Instructor(s): Ajuan Mance**

Offered in 2006–2007 and then every other year.

Offered in alternation with: ENG 147

**ENG 045 World Roots of Literature (1)**

Texts and philosophies of non-European cultures, written, spoken and illustrated, often influenced authors who are commonly studied in English and U.S. based literature classes. This course explores works of indigenous authors and story-tellers, Asian, African, and Arab literatures and philosophies and connects them to the study of British and U.S. literature of the eighteenth through twentieth centuries. Topics include the influence of Sufi-ism, transcendentalism, Taoism, Buddhism, and the ideologies of African, Mayan, Aztec and other indigenous cultures. **Fall**

**Instructor(s): Elmaz Abinader/Ajuan Mance/Staff**

Open to undergraduates only.

Offered 2006–2007 and then every other year.

Offered in alternation with: ENG 012

**Prerequisite(s): ENG 001**

**ENG 055 Beginning Fiction Workshop (1)**

An introduction to techniques of story writing: plot, description, conversation, points of view. A workshop course with frequent teacher-student conferences. **Fall and Spring**

**Instructor(s): Staff**

Limit 15 students.

Meets the following Gen Ed requirement(s):

- Creating & Critiquing Arts

**ENG 056 Poetry Workshop I (1)**

An introduction to the writing of poetry. In-class discussion of original poems. Topics may be selected to offer more detailed attention to forms of poetry. Examples of such topics might be: Performance Poetry, Nature Poetry, Poetic Forms, Experimentalism, Imitations, Collaboration, Political Poetry. **Fall and Spring**

**Instructor(s): Staff**

Limit 15 students.

Meets the following Gen Ed requirement(s):

- Creating & Critiquing Arts

This course may be taken three times.

**ENG 057 Beginning Fiction for Children and Young Adults Workshop (1)**

Workshop/seminar in writing fiction for middle-grade and young adult audiences, developing skills in plot, character, setting, dialogue. Students explore techniques by reading contemporary novels by diverse authors that illustrate a range
of subject matter, treatment, and style, and serve as models for students’ own work. Fall
Instructor(s): Kathryn Reiss
Limit 15 students.

ENG 061 Theme and Genre Courses (1)
Discussion courses, each of which is focused on a particular literary form or issue thematic to the literature of a particular period. Designed to introduce students to methods of literary analysis and to expand critical reading and writing skills. Approved topics: the Fictions of Gender, Gender and Genre, Studies in Lesbian Literature. Fall and Spring
Instructor(s): Staff

ENG 063 Survey of American Literature I (1)
A survey of major works in American literature from the 17th century to the Civil War, paying particular attention to their historical and cultural contexts. Fall
Instructor(s): Ajuan Mance, Tom Strychacz
Letter grade only.

ENG 064 Survey of American Literature II (1)
A survey of works in American literature from the Civil War to the present. Readings may include history, memoir, oral and written poetry, political writings, speeches, fiction and other forms by writers like Twain, DuBois, Pound, Hurston, Plath, Lowell, Harjo, and Morrison. The course pays particular attention to the historical and cultural contexts of these writings. Spring
Instructor(s): Ajuan Mance, Tom Strychacz
Letter grade only.
Open to undergraduates only.
Offered in 2005–2006 and then every other year.

ENG 065 Survey of British Literature I (1)
The survey of British literature (I) is intended to provide students with an overview of the development of British literature from the Middle Ages to the 17th Century, and to introduce periods, genres, and writers that can be studied in more specialized upper division courses. The approach of the course assumes a connection between historical/cultural events and literary production. Fall
Instructor(s): Staff
Open to undergraduates only.
Prerequisite(s): ENG 001

ENG 066 Survey of British Literature II (1)
The survey of British literature (II) is intended to provide students with an overview of the development of British literature from the 18th Century to the 20th century and to introduce periods, genres, and writers that can be studied in more specialized upper division courses. The approach of the course assumes a connection between historical/cultural events and literary production. Spring
Instructor(s): Cynthia Scheinberg, Kirsten Saxton
Open to undergraduates only.
Prerequisite(s): ENG 001

ENG 070 (170) Poetry Workshop II (1)
Intended for the student who is already somewhat familiar with the basic forms of poetry. In-class discussion of original poems. Topics may be selected to offer more detailed attention to forms of poetry. Examples of such topics might be: Performance Poetry, Nature Poetry, Poetic Forms, Experimentalism, Imitations, Collaboration, Political Poetry. Fall
Instructor(s): Stephen Ratcliffe, Juliana Spahr
Limit 15 students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken three times.

ENG 072 (172) Journalism I (1)
A grounding in traditional news reporting, writing, and editing, with an examination of how journalism is evolving online. Both semesters emphasize a variety of story ideas and lots of writing. Strong critical emphasis on how the major media cover the news of the day; attention paid to who is represented and how their stories are told. A general overview of libel laws and ethical standards is included. FALL: Emphasis on beginning reporting and interviewing techniques. Fall
Instructor(s): Sarah Pollock
Limit 15 students.
Note(s): Prerequisite: ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
Written Communication

ENG 073 (173) Journalism II (1)
A grounding in traditional news reporting, writing, and editing, with an examination of how journalism is evolving online. Both semesters emphasize a variety of story ideas and lots of writing. Strong critical emphasis on how the major media cover the news of the day; attention paid to who is represented and how their stories are told. A general overview of libel laws and ethical standards is included. SPRING: Emphasis on editing and revision. Spring
Instructor(s): Sarah Pollock
Limit 15 students.
Note(s): Prerequisite: ENG 072/172 or consent of instructor.
Meets the following Gen Ed requirement(s):
Written Communication
ENG 074 (174) The Bible as Literature (1)
The Bible preserves some of the greatest literature
of antiquity; it has been an important influence on
the literature of England and Europe. In this class
we will consider the major biblical genres—
narrative, poetry, prophecy, and wisdom—with
reference to their stylistic features and their literary
progeny. Recommended for students of English
and European literature, and for those who wish to
gain a better understanding of the foundations of
Western civilization. Fall
Instructor(s): Chana Bloch, Cynthia Scheinberg

ENG 0101 (201) Development of the English
Language (1)
An examination of speech sounds, Old and Middle
English, and the evolution of writing, from Egyptian
hieroglyphics and Indian pictographs to the Greek
and Roman alphabets. Modern American dialects
will also be examined. Fall
Instructor(s): Staff
Offered in 2006–2007 and then every other year.
Offered in alternation with: ENG 205

ENG 102 (202) Advanced Composition (1)
A course in expository writing for students who feel
they need to polish their styles, and for those who
still need some work on basic problems. A good
deal of emphasis is placed on sentence patterns and
on paragraph organization. In addition to expository
and persuasive writing exercises, the student will
also practice descriptive and narrative prose. Spring
Instructor(s): Staff
Open to sophomores, juniors, seniors, and
graduate students.

ENG 105 (205) The Age of Chaucer (1)
A wag once remarked that ‘Chaucer at his bawdiest
is Chaucer at his best.’ This is of course not neces-
sarily so, for some of his most powerful and beauti-
ful poetry rings with a devout, deeply felt religious
conviction. We will look at these two masters as
they appeared in Chaucer’s poetry, examining how
they contended for the poet’s soul. Students may
judge for themselves which won. Fall
Instructor(s): Staff
Offered in 2005–2006 and then every other year.
Offered in alternation with: ENG 101

ENG 106 (206) Medieval and Renaissance
Romance (1)
We will read some of the very earliest Middle
English Romances, Sir Gawain and the Green
Knight, much of Malory’s Morte d’Arthur, and
finish with selections from Spenser’s Faerie
Queene. In the process we will study such literary
and cultural phenomena as courtly love, antifemi-
nism, and chivalry, while following through the
centuries the fortunes of Arthur and his Round
Table—Lancelot, Gawain, Tristram, Galahad. Fall
Instructor(s): Staff
Offered in 2006–2007 and then every other year.

ENG 109 (209) The Craft of the Young Adult
Novel (1)
This course will examine a wide selection of fiction
aimed at readers aged 10–16, focusing on the
authors’ crafting of the novel, including plot and
theme, style and character development. We will
consider the historical events, social issues, genres
and series that have shaped generations of
American readers in the 20th century. Fall
Instructor(s): Kathryn Reiss
Letter grade only.
Open to sophomores, juniors, seniors, and
graduate students.
Offered in 2006–2007 and then every other year.

ENG 115 (215) Shakespeare (1)
Readings of a representative selection of
Shakespeare’s plays—Comedies, Histories,
Tragedies and Romances— with attention to
details of Shakespeare’s language and dramatic
art and his insights into the dynamics of human
relationships. Spring
Instructor(s): Stephen Ratcliffe, Staff
This course may be taken two times.

ENG 117 (217) 20th Century African American
Literature (1)
This course will investigate some of the literary
forms, artistic strategies, and intellectual concerns
that shaped and defined African American literature
during the 20th century. Writers may include DuBois,
Hughes, Hurston, Baldwin, Wright, Himes, Morrison,
Shange, Lorde, and others. The course will also
focus on the socio-political and historical context
for these writers and their works. Spring
Instructor(s): Ajuan Mance
Offered in 2006–2007 and then every other year.

ENG 118 (218) Listening to Reading: Sound,
Shape & Meaning in Contemporary
‘Experimental’ Poetry (1)
We will examine the interrelation of sound, shape
and meaning in contemporary ‘experimental’ poetry.
We will look from certain ancestors (Mallarmi,
Stein, Zukofsky, Niedecker, Creeley, Cage) to
‘descendants’ (Bernstein, Berssenbrugge, Coolidge,
Eigner, Guest, Grenier, Hejinian, Howe, Palmer,
and Scalapino, among others). We will read their
essays in ‘poetics’ to frame our reading of innova-
tive writing and to see how the traditional bound-
aries between criticism and/or theory and poetry
might be re-imagined and redefined. **Spring**

**ENG 121 (221) English Renaissance Poetry (1)**

Reading and discussion of 16th and 17th century English poetry, including work by Wyatt, Raleigh, Sidney, Spenser, Shakespeare, Donne, Jonson, Herrick, Herbert, Marvell, and others. Issues will include how these poets went about making poems; the (inter) connection between form and content; the elements of poetry, speaker and audience; the theory and poetics of English Renaissance poetry; the formation of canon; attitudes towards love (carnal and divine) and towards women. **Fall**

**Instructor(s): Stephen Ratcliffe**

Offered in 2005–2006 and then every other year.

**ENG 131 (231) 18th-Century Poetry and Prose (1)**

Eighteenth-century England is often referred to as the Age of Reason, a period of seeming political stability and formally elegant literature. However, the 18th century was also a period of chaos: in a world seemed turned upside-down, daily life was dangerous and unpredictable, and women and the lower classes—both disenfranchised—posed new threats to the social order. We will read canonical and lesser known works in light of these views of that period. **Fall**

**Instructor(s): Kirsten Saxton**

Open to sophomores, juniors, seniors, and graduate students.

Offered in 2005–2006 and then every other year.

Offered in alternation with: **ENG 132**

**Prerequisite(s): ENG 001**

Meets the following Gen Ed requirement(s):

- Written Communication

**ENG 132 (232) 18th Century English Novel (1)**

This course examines the English novel from its beginning with Aphra Behn and Daniel Defoe through Jane Austen at the end of the century. We consider the evolution of the novel’s structure, and how the concerns of the age get embedded in the structure. Texts may include: Roxana, Pamela, Tom Jones, Tristram Shandy, Humphrey Clinker, Fanny Hill, and Pride and Prejudice. **Fall**

**Instructor(s): Kirsten Saxton**

Offered in 2006–2007 and then every other year.

Offered in alternation with: **ENG 131**

**Prerequisite(s): ENG 001**

Meets the following Gen Ed requirement(s):

- Written Communication

**ENG 147 (247) Survey of 19th Century African American Literature (1)**

This course will investigate some of the literary strategies and intellectual concerns of African American writers before and after the Civil War. It will examine works by writers such as Equiano, Jacobs, Douglass, Harper, Hopkins, and Du Bois.

**Fall**

**Instructor(s): Ajuan Mance**

Offered in 2005–2006 and then every other year.

Offered in alternation with: **ENG 043**

**ENG 155 (255) Advanced Fiction for Children and Young Adults Workshop (1)**

In this advanced writing workshop focusing on fiction (especially the novel) for children and teenagers, students will read extensively to familiarize themselves with a sampling from the body of children’s literature, and will write chapters and an outline of their own novel for younger readers. **Spring**

**Instructor(s): Kathryn Reiss**

Instructor consent required.

Limit 12 students.

**Prerequisite(s): ENG 055C**

**ENG 158 Contemporary Fiction by Women (1)**

This course examines short fiction in English written by women after 1960. We consider form, style, and aesthetics, as well as historical context. We also examine literary representations of identity with special attention to the intersections of race, gender, class, nationality, and sexuality. **Spring**

**Instructor(s): Ruth Saxton**

Offered in 2006–2007 and then every other year.

Offered in alternation with: **ENG 258**

**Prerequisite(s): ENG 001 or consent of instructor.**

Meets the following Gen Ed requirement(s):

- Women and Gender, Written Communication

**ENG 159 Feature Writing (1)**

Writing short features for newspapers, magazines and online publications. This course builds upon the experience acquired in newspaper journalism with a focus on fact-based writing in personal and critical articles as well as in traditional newspaper-style features, profiles, and columns. Strong emphasis on self-criticism and revision. Guest speakers. **Fall**

**Instructor(s): Sarah Pollock**

Instructor consent required.

Limit 12 students.

Offered in 2006–2007 and then every other year.

Offered in alternation with: **ENG 160**

**Prerequisite(s): ENG 001 and ENG 072/172 or 073/173, or consent of instructor.**

Meets the following Gen Ed requirement(s):

- Creating & Critiquing Arts, Written Communication
ENG 160 Writing for Magazines (1)
Developing ideas into finished articles through research, interviewing, and writing. Exploration of new techniques, including the fictional approach used in non-fiction; preparation of manuscripts for magazines of general and specialized interest. Guest speakers. Fall
Instructor(s): Sarah Pollock
Instructor consent required.
Limit 12 students.
Offered in 2005–2006 and then every other year.
Offered in alternation with: ENG 159
Prerequisite(s): ENG 001 and ENG 072/172 or 073/173; or consent of instructor.
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Written Communication

ENG 161 (261) Modern Drama (1)
A study of 20th century drama in America and Europe. Includes some discussion of traditions and social conditions that have influenced the development of the theater. Readings from O'Neill, Brecht, Ibsen, Hellman, Miller, Beckett, Pinter, Williams, and Stoppard. Spring
Instructor(s): Ajuan Mance, Tom Strychacz
Offered in 2005–2006 and then every other year.

ENG 163 (263) American Literature to 1865: Romanticism (1)
With an emphasis on the years 1830 to 1865, this course will explore several works that have significantly influenced the study of literature in the U.S. Writers include Emerson, Hawthorne, Douglass, Stowe, Jacobs, Poe, Whitman, Dickinson, Melville. Discussions will focus on issues such as the ‘American Renaissance,’ historical context, and national identity. Fall
Instructor(s): Tom Strychacz, Ajuan Mance
Offered in 2006–2007 and then every other year.
Offered in alternation with: ENG 165

ENG 164 (264) Modern American Fiction (1)
The course will offer an opportunity to trace formal and thematic developments in American fiction since the 1920s. Discussions will include such considerations as the effect of the two world wars and the Great Depression on American writing, the nature of artistic experimentation and aesthetic reevaluation initiated by the famous ‘lost generation’ of the 20’s, and the increasing role of women and writers from ethnic minorities in changing the role of literature in the academy and in society. Spring
Instructor(s): Ajuan Mance, Tom Strychacz
Offered in 2006–2007 and then every other year.
Offered in alternation with: ENG 117

ENG 165 (265) American Literature from 1865 to 1920: Realism (1)
The course focuses on American fiction between the Civil War and World War I. Readings selected from: Cather, Chestnut, Chopin, Crane, Dreiser, Far, Harper, Howells, James, Johnson, Mourning Dove, Twain, Wharton, Zitkala-Sa, and others. In addition to analysis of literary form and theme, we will consider the historical context for these works, including urbanization, industrialization, the rise of big business, women’s suffrage, and post-Civil War race relations. Fall
Instructor(s): Tom Strychacz
Offered in 2005–2006 and then every other year.
Offered in alternation with: ENG 163

ENG 166 (266) Modern American Poetry (1)
The focus of this course is modernism in American poetry. We will try to understand what modernism was by looking at some 19th century backgrounds (Whitman and Dickinson), by reading a selection of poems by the classic modernist poets (Stein, Stevens, Williams, Pound, Eliot, H.D., and Moore) and poets writing in traditions that followed these writers (Objectivist, Black Mountain, Confessional, Beat, New York School). Spring
Instructor(s): Stephen Ratcliffe
Offered in 2005–2006 and then every other year.

ENG 167 Advanced Creative Non-Fiction Workshop (1)
This course will explore the techniques and characteristics of writing that weave creativity into non-fiction writing. In the workshop setting, the writers will exchange and discuss their works of autobiography, memoir, family history, biography, personal essay, writing about travel and place, and letters. Emphasis will be placed on personal research, historical reconstruction, representation of truth, literary license, and the development of voice. Fall
Instructor(s): Elmaz Abinader
Limit 12 students.
Prerequisite(s): ENG 055
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts
This course may be taken two times.

ENG 168 Advanced Fiction Workshop (1)
Students create a minimum of forty pages of new fiction in this class, and they provide critical responses and support to the work of other students, both in writing and in workshop discussion. This class is for the student who is self-starting but
needs a forum in which to present her work. Frequent consultations with the instructor. **Fall and Spring**

**Instructor(s):** Cornelia Nixon, Elmaz Abinader, Staff  
**Limit 15 students.**  
**Prerequisite(s):** ENG 055 or ENG 057  
**Meets the following Gen Ed requirement(s):** Creating & Critiquing Arts  
**This course may be taken three times.**

**ENG 170 (070) Poetry Workshop II (1)**  
See ENG 070 in English.

**ENG 171 Social Action and the Academic Essay (1)**

This course focuses on the intersections between writing, education and community action. The class has equal numbers of Mills undergraduates and East Bay high school students from the Mills College TRIO programs. Topics include expository and creative writing, educational theory, race, ethnicity and class identity; we focus on the relationships between writing and social action. Readings by Gloria Anzaldúa, Paolo Freire, Richard Rodriguez, June Jordan, John Edgar Wideman, Virginia Woolf, Jonathan Kozol (and others). **Spring**  
**Instructor(s):** Cynthia Scheinberg  
**Letter grade only.**  
**Limit 15 students.**  
**Open to juniors and seniors only.**  
**Offered in 2006–2007 and then every other year.**  
**Prerequisite(s):** ENG 001 or consent of instructor, junior or senior standing.  
**Meets the following Gen Ed requirement(s):** Multicultural Perspectives, Written Communication

**ENG 172 (072) Journalism I (1)**  
See ENG 072 in English.

**ENG 173 (073) Journalism II (1)**  
See ENG 073 in English.

**ENG 174 (074) The Bible as Literature (1)**  
See ENG 074 in English.

**ENG 175 (275) English Romantic Poetry (1)**

Close readings of the major English Romantic poets: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, and of significant women writers as well. Includes a look at some major works of European Romanticism in the visual arts and music in order to establish a context for our study of the poetry. Although we will also examine 19th century attitudes toward nature, the self, society, poetry and arts, our focus will be on reading and discussing the poems themselves. **Fall**  
**Instructor(s):** Stephen Ratcliffe  
**Offered in 2005–2006 and then every other year.**  
**Offered in alternation with:** ENG 121

**ENG 176 (276) The Victorian Period: Prose, Poetry, and Drama (1)**

Although the Victorian period (1832–1901) has been read as the bastion of prudish conservative British culture, recent approaches cite it as offering a rich spectrum of divergent voices concerned with political, social and literary reforms. This course explores writers and poets who transformed genres of the essay, lyric and dramatic poetry, and autobiography in order to engage contemporary issues such as gender identity, political and religious reform, and modernization. **Fall**  
**Instructor(s):** Ruth Saxton, Cynthia Scheinberg  
**Offered in 2005–2006 and then every other year.**  
**Prerequisite(s):** ENG 066

**ENG 180 (280) Special Topics in Literature and Culture (1)**

Topics selected to offer interdisciplinary or cross-cultural perspectives on literature and culture. Examples of such topics are: African American Poetry since 1965, Autobiography, Characterization in Western Literature, Lesbian Literature, and Literatures of Asian/Pacific Americans and the Asian Diaspora. **Fall and Spring**  
**Instructor(s):** Staff

**ENG 181 (281) The British Novel in the 20th Century (1)**

Our century presents special problems for writers of fiction. We shall consider these and explore the new techniques that were used to deal with them. The early modern experimenters, Virginia Woolf, James Joyce, E.M. Forster and D.H. Lawrence, will be carefully considered. We shall also read selected texts by Buchi Emecheta, Doris Lessing, Zadie Smith, and Jeanette Winterson. **Fall**  
**Instructor(s):** Ruth Saxton  
**Open to sophomores, juniors, seniors, and graduate students.**  
**Offered in 2006–2007 and then every other year.**  
**Note(s):** consent of instructor required for sophomores  
**Prerequisite(s):** ENG 001  
**Meets the following Gen Ed requirement(s):** Written Communication
ENG 183 (283) Advanced Seminars in English (1)
Topics vary from year to year. The following are samples: Shakespeare; the Age of Chaucer, Henry James and Edith Wharton; Imperial Fictions: Empire and the British Novel, 1660–Present; Toni Morrison; Virginia Woolf; Doris Lessing; the Gothic, Characterization in Western Literature; Epistolarity; 19th Century British Women’s Poetry; Gertrude Stein and Her Descendants; Queer Alchemy. Fall and Spring
Instructor(s): Staff
Limit 15 students.
Note(s): Prerequisite: Senior standing or consent of instructor.

ENG 184 (284) The Rebel in Literature (1)
An examination of masterpieces of Western literature from the point of view of the rebel, the hero who defies or denies traditional value systems. We will study especially the nature of the rebel, how in spite of his (or her) individualism, he is often defined by that against which he revolts, and how his rebellion is used by the artist to characterize him. Fall
Instructor(s): Staff
Offered in 2005–2006 and then every other year.

ENG 188 (288) The 19th Century British Novel (1)
An examination of the development of the British novel, focusing on the transformation of the novel from popular to ‘high’ culture, and how writers used it as a vehicle for speaking on many of the central political and social issues of the day. Writers include Dickens, Thackeray, Eliot, Gaskell, the Brontes, and Hardy. Topics include the rise of women writers, the moral and social function of the novel, realism, and the art-for-art’s sake movement. Spring
Instructor(s): Cynthia Scheinberg
Offered in 2006–2007 and then every other year. Offered in alternation with: ENG 276

ENG 189 Senior Project in Creative Writing (1)
An extended work of fiction, poetry, or drama that completes the requirements for majors in English with an emphasis on creative writing. Fall and Spring
Instructor(s): Staff
Letter grade only.

ENG 191 Senior Seminar (1)
Topics vary from year to year. The following are samples: Shakespeare; the Age of Chaucer; Henry James and Edith Wharton; Imperial Fictions: Empire and the British Novel, 1660–Present; Toni Morrison; Virginia Woolf; Doris Lessing; the Gothic, Characterization in Western Literature; Epistolarity; 19th Century British Women’s Poetry; Gertrude Stein and Her Descendants; Queer Alchemy. Fall and Spring
Instructor(s): Staff
Limit 15 students.
Open to seniors only.
Note(s): Prerequisite: Senior standing or consent of instructor.
Prerequisite(s): ENG 001
Environmental Science
510.430.2317

Faculty: Professional Interests

Kristina Faul
- Oceanography, climate change, the chemistry of past oceans, paleoceanography

John H. Harris
- Behavioral and community ecology, wildlife conservation

Bruce Pavlik
- Ecology and physiology of native California plants, conservation and restoration ecology

John J. Vollmer
- Natural product chemistry, isolation and identification of toxic constituents of plants, chemical education, science writing

Elisabeth Wade
- Chemical kinetics, atmospheric chemistry

Environmental science is an interdisciplinary major focused on the application of scientific principles to the study of human interactions with the natural environment. As a science major, it provides a solid background in chemistry, biology, and earth sciences, including many courses with a strong environmental emphasis.

The environmental science major is offered within the tradition of a liberal arts education, with its emphasis on broadly based explorations of diverse disciplines. Students will have opportunities, both through the major and through additional elective courses, to explore environmental issues from a variety of perspectives. The environmental science major will prepare students for careers as practicing scientists in industrial or governmental laboratories or in private consulting firms, where they might work to better understand and solve specific environmental problems. It provides a strong foundation for graduate study in environmental science, toxicology, ecology, or related fields. It is also excellent preparation for students interested in science writing or in teaching science at various levels.

Environmental science majors have access to excellent laboratory facilities located in the chemistry, physics, and biology departments. Notable equipment includes the Scheffler Bio-Imaging Center, an atomic absorption spectrophotometer, a Fourier transform infrared spectrometer, ultraviolet-visible spectrophotometers, high-performance liquid chromatographs, gas chromatographs, a photosynthesis system, a marine culture system, environmental chambers, and a greenhouse. Students interested in graduate studies are urged to obtain laboratory research experience, which is available both on campus and off. Funding is available for on-campus research. The Environmental Science Committee, composed of biology and chemistry faculty members, administers the program and advises majors.

Environmental Science Major—BA
(15.25 semester course credits)

Required:
- ENVS 022 Introduction to Environmental Science (1)
- ENVS 050 Environmental Geology with Laboratory (1.25)
- BIO 125 Principles of Ecology with Laboratory (1)
- CHEM 017-018 General Chemistry I and II with Laboratory (1.25; 1.25)
- CHEM 105 Organic Chemistry I with Laboratory (1.25)
- CHEM 109 Analytical Chemistry with Laboratory (1)
- BIO 001 General Biology I with Laboratory (1.25) or BIO 002 General Biology II with Laboratory (1.25)
- MATH 047 Calculus I (1) or ECON 081 Introduction to Statistics (1)

Senior Requirement:
- BIO 191 Senior Seminar (1) or CHEM 191 Senior Seminar (1)

Electives:
Select 2 Environmental Science courses from the following:
- BIO 110 California Flora and Vegetation with Laboratory (1)
- BIO 149 Conservation Biology with Laboratory (1)
- BIO 158 Marine Biology (1)
- CHEM 165 Bioorganic Chemistry (1)
- ENVS 105 Oceanography (1)
- ENVS 107 Biogeographical Cycles and Climate Change (1)

And select 1 additional Science course from the following:
- BIO 100 Microbiology with Laboratory (1)*
- BIO 112 Plant Physiology (1)*
- BIO 161 Vertebrate Biology (1)*
- CHEM 106 Organic Chemistry II with Laboratory (1.25)
- PHYS 061 General Physics I with Laboratory (1.25)*

*Course with prerequisite.
SOC 128 Geographic Information Systems and Sociological Geography (1)

And select 1 course from the following:

- ECON 153 Environmental Economics (1)*
- ETHS 112 Race, Gender, and the Environment (1)
- ETHS 142 Ethnicity and Environment in California (1)
- GOVT 118 Science, Technology, and Public Policy (1)

Those who would like to minor in Environmental Science are encouraged to choose a minor in Biology or Chemistry, with appropriate electives.

Those interested in Environmental Policy are encouraged to consider a minor in Public Policy.

Environmental Science Major—BS (11.75 semester course credits plus Bachelor of Science requirements)

**Required:**

- ENVS 022 Introduction to Environmental Science (1)
- ENVS 050 Environmental Geology with Laboratory (1.25)
- BIO 002 General Biology II with Laboratory (1.25)
- BIO 125 Principles of Ecology with Laboratory (1)
- CHEM 105 Organic Chemistry I with Laboratory (1.25)
- CHEM 109 Analytical Chemistry with Laboratory (1)
- BIO 149 Conservation Biology with Laboratory (1) or
- CHEM 106 Organic Chemistry II with Laboratory (1)

**Senior Requirement:**

- BIO 191 Senior Seminar (1) or
- CHEM 191 Senior Seminar (1)

**Electives:**

Select two of the following Environmental Science courses:

- BIO 110 California Flora and Vegetation with Laboratory (1)
- BIO 158 Marine Biology (1)
- BIO 161 Vertebrate Biology (1)
- CHEM 165 Bioorganic Chemistry (1)
- ENVS 105 Oceanography (1)
- ENVS 107 Biogeochemical Cycles and Climate Change (1)

Select one course from the following:

- ECON 153 Environmental Economics (1)

*Course with prerequisite.

ETHS 112 Race, Gender, and the Environment (1)
ETHS 142 Ethnicity and Environment in California (1)
GOVT 118 Science, Technology, and Public Policy (1)

**Note:** It is recommended that the additional math course in the Natural Science and Mathematics core be a course in statistics.

**Courses**

**ENVS 022 Introduction to Environmental Science (1)**
A survey course focused on a scientific understanding of the environment as well as people’s impact upon the natural world. Emphasis on critical evaluation of environmental issues based on scientific principles. Topics include biodiversity, global warming, the ozone layer, water pollution, and alternative energy. **Spring**

Instructor(s): Kristina Faul

Prerequisite(s): CHEM 4 or high school chemistry.

Meets the following Gen Ed requirement(s): Natural Sciences

**ENVS 050 Environmental Geology (1.25)**
An introduction to the composition, structure, and evolution of the earth. Relations of geologic systems, interactions, hazards, and resources to our environment. **Spring**

Instructor(s): Kristina Faul

Prerequisite(s): Chem 4 or two years high school science.

Meets the following Gen Ed requirement(s): Natural Sciences

**ENVS 105 Oceanography (1)**
An overview of chemical, physical, geological, and biological aspects of oceanography. Topics will include continental margin and deep ocean basin formation, sedimentation, seawater chemistry, ocean circulation, coastal processes, oceanic primary productivity, marine pollution, and paleo-oceanography. **Fall**

Instructor(s): Kristina Faul

Offered in 2005–2006 and then every other year.

Prerequisite(s): CHEM 018
ENVS 107 Biogeochemical Cycles and Climate Change (1)
An exploration of the major reservoirs, fluxes, and processes controlling the distribution of biologically and geologically active chemical constituents of the Earth, including but not limited to the global carbon, nitrogen, phosphorus, and sulfur cycles. Focuses on the importance of these biogeochemical cycles to Earth’s changing climate in the past, present, and future. Simple box modeling methods will be employed as a tool to understanding these cycles. **Fall**

Instructor(s): Kristina Faul
Open to sophomores, juniors, and seniors only. Offered in 2006–2007 and then every other year. Offered in alternation with: ENVS 105
Prerequisite(s): CHEM 017 or ENVS 050

ENVS 180 Special Topics in Environmental Science (1)
Topics in environmental science not offered in the regular curriculum. **Fall and Spring**
Instructor(s): Staff
Instructor consent required.

ENVS 183 Advanced Seminar in Environmental Studies (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**
Instructor(s): staff
Environmental Studies
510.430.3274

Faculty: Professional Interests

Kristina Faul
• Oceanography, climate change, the chemistry of past oceans

John H. Harris
• Behavioral and community ecology, wildlife conservation

Bruce Pavlik
• Ecology and physiology of native California plants, conservation biology

Déborah Berman Santana
• Sustainable development; colonialism, development, and the environment; Latin American, Caribbean, African diasporas; peoples of color in the United States and beyond

Paul Schulman
• Bureaucratic organizations and public policy-making science, and technology

Roger Sparks
• Managerial economics, corporate finance, environmental economics

John J. Vollmer
• Natural product chemistry, isolation and identification of toxic constituents of plants, chemical education, science education

Elisabeth Wade
• Chemical kinetics, atmospheric chemistry

Environmental studies is an interdisciplinary major designed to provide students with an understanding of ecological processes and environmental problems. This foundation is necessary for the analysis and resolution of conflicts between human activities and the biosphere. Such conflicts not only threaten the quality of life on Earth, but also raise questions concerning values, aesthetics and social structure in modern civilization. Solutions to environmental problems will require the interaction and cooperation of people trained in a variety of fields in addition to science, including law, public policy, communications, education, and business. Therefore, the major provides an opportunity to explore contributions from a variety of disciplines, including biology, chemistry, government, economics, anthropology, sociology, ethnic studies, and literature.

Environmental Studies Major
(15.25 semester course credits)

Required:
- BIO 001 General Biology I with Laboratory (1.25)
- BIO 125 Principles of Ecology with Laboratory* (1)
- BIO 149 Conservation Biology with Laboratory* (1)
- CHEM 004 Introduction to College Chemistry (1) or CHEM 017 General Chemistry (1.25)
- ECON 050 Introduction to Economics (1)
- ECON 081 Introduction to Statistics (1)
- ECON 153 Environmental Economics (1)
- ENV S 022 Introduction to Environmental Science (1)
- GOVT 021 The Public Policy-Making Process (1)

Senior experience:
Students must enroll in an internship or approved senior seminar selected from supporting disciplines (1).

Electives:
Select 3 courses from the following:
- ANTH 116 Traditional Native American Cultures (1)
- ANTH 158 Cultural Anthropology (1)
- ECON 100 Microeconomics (1)
- ECON 164 Econometrics and Business Forecasting (1)
- ETHS 039 Raíces (Roots): Latin America and the Caribbean (1)
- ETHS 112 Race, Gender, and the Environment (1)
- ETHS 142 Ethnicity and Environment in California (1)
- GOVT 118 Science, Technology and Public Policy (1)
- PPOL 150 Environmental Policy Analysis (1)
- SOC 128 Geographic Information Systems and Social Geography (1)

And select 2 courses from the following:
- BIO 002 General Biology II with Laboratory (1.25)
- BIO 100 Microbiology with Laboratory* (1)
- BIO 110 California Flora and Vegetation with Laboratory* (1)
- BIO 112 Plant Physiology with Laboratory* (1)
- BIO 158 Marine Biology* (1)

*Course with prerequisite.
BIO 161 Vertebrate Biology with Laboratory* (1)
CHEM 018 General Chemistry II with Laboratory (1.25)
ENVS 050 Environmental Geology with Laboratory (1.25)
ENVS 105 Oceanography (1)
ENVS 107 Biogeochemical Cycles and Climate Change* (1)
Or any upper-division ENVS course.

**Environmental Studies Minor (6 semester course credits)**

**Required:**
BIO 001 General Biology I with Laboratory (1.25)
ECON 050 Introduction to Economics (1)
ENVS 022 Introduction to Environmental Science (1)
GOVT 021 The Public Policy-Making Process (1)

And select 2 additional courses from the following:
ANTH 116 Traditional Native American Cultures (1)
ANTH 158 Cultural Anthropology (1)
BIO 002 General Biology II with Laboratory (1.25)
BIO 100 Microbiology with Laboratory* (1)
BIO 110 California Flora and Vegetation with Laboratory* (1)
BIO 112 Plant Physiology with Laboratory* (1)
BIO 125 Principles of Ecology with Laboratory * (1)
BIO 158 Marine Biology * (1)
BIO 161 Vertebrate Biology with Laboratory * (1)
CHEM 017 General Chemistry I with Laboratory (1.25)
ECON 081 Introduction to Statistics (1)
ECON 100 Microeconomics (1)
ECON 153 Environmental Economics (1)
ECON 164 Econometrics and Business Forecasting (1)
ENVS 050 Environmental Geology with Laboratory (1.25)
ENVS 105 Oceanography* (1)
ENVS 107 Biogeochemical Cycles and Climate Change* (1)
ETHS 039 Raices (Roots): Latin America and the Caribbean (1)
ETHS 042 Ethnicity and Environment in California (1)
ETHS 112 Race, Gender, and the Environment (1)
GOVT 118 Science, Technology, and Public Policy (1)
PPOL 150 Environmental Policy Analysis (1)
SOC 128 Geographic Information Systems and Social Geography (1)

*Course with prerequisite.
Ethnic Studies
510.430.2080

Faculty: Professional Interests

Vivian Chin
- Asian American, Asian Diasporic, and Pacific Islander literature and history, cultural studies, race and gender studies

Melinda Micco
- American Indian history and literature; multiracial communities

Déborah Berman Santana
- Sustainable development; colonialism, development and the environment; Latin America and the Caribbean; Latinas/os; peoples of color in the U.S. and beyond

Julia Sudbury
- African Diaspora studies; race, gender and incarceration; women of color organizing

The Ethnic Studies Department is dedicated to developing the highest caliber of intellectual advancement in its students. By studying the rich history of ethnic and racial diversity in the United States from the perspectives of people of color, the department seeks to prepare Mills students for leadership and professional achievement in an increasingly multicultural and multietnic society. The department’s curriculum is designed as an essential cornerstone of a liberal arts education. It promotes the development of writing, speaking, and critical and creative analysis through study of the history, culture, and literature, as well as the social, economic, and environmental concerns, of Alaska Natives/American Indians, African Americans, Latinas/os and Chicanas/os, Asian Americans and Pacific Islanders. The department offers a carefully structured course of study of the relationship of these groups to questions of nationhood (past, present, and future) and an examination of their international and diasporic connections.

The faculty in ethnic studies enable students to become involved in research and activism in local communities of color, thus making exciting connections with the vibrant diversity of the Bay Area. Some student research interests include success for black teenage mothers; Latinas/os and California water policy; the construction of South Asian American queer identities; multiracial Filipinas/os; culture and sustainable economic development on the White Earth Reservation; and girls of color in the juvenile justice system. Students also participate in hosting events such as Encuentros: Perspectives on Latina/o History and Culture, and the Brave Hearted Women’s Gathering and have attended conferences such as the World Social Forum in Mumbai, India, and the United Nations World Conference Against Racism in Durban, South Africa.

Ethnic Studies Major
(12 semester course credits)

Required:
- ETHS 051 Introduction to Ethnic Studies (1)
- ETHS 090 Comparative Ethnic Literature and Cultural Production (1)
- ETHS 091 Research Methods in Ethnic Studies (1)
- ETHS 126 Theories of Race and Ethnicity (1)

Senior requirement:
- ETHS 191 Senior Seminar (1)

Multiethnic: Select 2 courses from the following:
- ETHS 042 (142) Ethnicity and Environment in California (1)
- ETHS 047 The “Third World”: Colonialism and Globalization (1)
- ETHS 064 Mixed-Race Descent in the Americas (1)
- ETHS 112 Race, Gender, and the Environment (1)
- ETHS 120 Narratives of People of Mixed Race Descent (1)
- ETHS 154 Writing the Self: Autobiographies of People of Color in the United States (1)
- ETHS 156 Contemporary Queer Writers of Color (1)
- ETHS 157 Race, Gender and the Criminal Justice System (1)
- ETHS 166 Women of Color in Social Movements with Service Learning (1.25)
- ETHS 180 Special Themes (1)
- ETHS 188 Film, Color, and Culture: Images of People of Color in Cinema (1)

Single Ethnic: Select 3 courses from the following:
- ETHS 039 Raíces (Roots): Latin America and the Caribbean (1)
- ETHS 052 African American Women’s History (1)
- ETHS 054 American Indian History to 1900 (1)
- ETHS 114 African Diasporic Representations in Film (1)
- ETHS 139 Asian/Pacific American Women Writers (1)
- ETHS 144 Asian/Pacific American Literature (1)
- ETHS 150 Womanist Theory (1)
ETHS 158 Latino Immigration (1)  
ETHS 159 History of Latinas/os in the United States (1)  
ETHS 172 American Indian Women in the U.S. (1)  
ETHS 173 Celluloid Native: American Indians in Film (1)  
ETHS 180 Special Topics (1)  
COLL 60F Images and Icons: American Indians in Media, Literature, and History (1)  
Electives: select 2 additional upper-division Ethnic Studies courses in consultation with major advisor.  

Ethnic Studies Minor  
(6 semester course credits)  
Required:  
ETHS 051 Introduction to Ethnic Studies (1)  
And select 5 additional Ethnic Studies courses, at least 3 of which must be from the Core, Multiethnic, or Single Ethnic lists. Three courses must be upper-division.  

Courses  
ETHS 039 Raíces (Roots): Latin America and the Caribbean (1)  
This introductory course surveys diverse natural and human dimensions of Latin America and the Caribbean, using the geographical perspective of human-environmental relationships. Special attention is given to countries forming the background to Latino communities in the United States. Topics include physical environments, indigenous civilizations, the European conquest and resultant ecological and social change, African slavery and resistance, struggles over land and resources, U.S.-Latin America relations, development and environment, popular social movements. Fall  
Instructor(s): Deborah Berman Santana  
Meets the following Gen Ed requirement(s):  
Historical Perspectives, Multicultural Perspectives  

ETHS 042 (142) Ethnicity and Environment in California (1)  
This course emphasizes geographical human-environment interactions in studying the ‘Golden State.’ Special consideration is given to relationships among natural resource use, economic development, ethnic/race relations, and environmental issues. Topics include physical environments and indigenous societies; the Spanish and Mexican periods; the U.S. takeover, gold and agribusiness; water politics; immigration, racism, and exclusion, urbanization and the environment; popular social movements. Spring  
Instructor(s): Deborah Berman Santana  
Offered in 2005–2006 and then every other year.  
Offered in alternation with: ETHS 047  
Meets the following Gen Ed requirement(s):  
Historical Perspectives, Multicultural Perspectives  

ETHS 047 The ‘Third World’: Colonialism and Globalization (1)  
An introductory critical and comparative survey of historical, economic, political, social, and environmental forces shaping (and being shaped by) diverse peoples of color, both in the ‘third world’ and the U.S. The course will review key theories and discuss how they influence policies affecting millions of people and their environments. Topics include underdevelopment, colonialism, population, resources, trade, immigration, nationalism, human rights, social movements, sustainable development. Spring  
Instructor(s): Deborah Berman Santana  
Offered in 2006–2007 and then every other year.  
Offered in alternation with: ETHS 042  
Meets the following Gen Ed requirement(s):  
Human Institutions & Behavior, Historical Perspectives, Multicultural Perspectives  

ETHS 051 Introduction to Ethnic Studies (1)  
An introduction to the history, concepts, and issues concerning Ethnic Studies. The course compares the experiences of African Americans, American Indians/Alaska Natives, Asian Americans/Pacific Islanders, and Chicanas(os)/Latinas(os) within a global context. Historical, social, economic, cultural, and environmental resources are employed in analyzing the intersections of race, class, gender, and sexuality. Class activities include lectures, discussion, films, and guest speakers. Fall  
Instructor(s): Deborah Berman Santana  
Meets the following Gen Ed requirement(s):  
Historical Perspectives, Multicultural Perspectives  

ETHS 052 African American Women’s History (1)  
This course examines the economic, political, cultural, social and sexual dynamics of African American women’s history. We focus on women’s lives in West Africa and slavery, Jim Crow segregation, the great migration, the Harlem Renaissance, the civil rights era and black nationalism. Three themes are explored: the nature of diaspora and the extent of West African sociocultural retentions; the intersection of ‘race,’ class, and gender; and African American women’s resistance and struggles for social change. Fall  
Instructor(s): Staff  
Offered in 2005–2006 and then every other year.
ETHS 054 American Indian History to 1900 (1)
An introduction to indigenous populations whose history covered thousands of years prior to the European invasion. The focus will be on sovereignty and the transformation of native traditions including gender relations, tribal languages, educational institutions, religious practices, sociopolitical structures, environmental assaults, and treaty negotiations. We will study the methods Native people employed to fight the changes and how those strategies became the foundation for later resistance movements including the Seminole Wars and the Ghost Dance. Fall
Instructor(s): Melinda Micco
Meets the following Gen Ed requirement(s):
Historical Perspectives, Multicultural Perspectives

ETHS 064 Mixed Race Descent in the Americas (1)
This course provides an introduction to the historical evolution of racially mixed peoples to understand the present concerns of racial and ethnic typecasting. Topics of interest will include rates of outmarriages among and between different groups, census data, legal definitions, mixed race children, literature, and film portrayals. Fall
Instructor(s): Melinda Micco
Meets the following Gen Ed requirement(s):
Historical Perspectives, Multicultural Perspectives

ETHS 090 Comparative Ethnic Literature and Cultural Production (1)
An introduction to the literature of people of color in the U.S. In addition to literature, this course considers other forms of cultural production, such as film and visual arts. From an Ethnic Studies perspective that attends to transnational and diasporic connections, we will read and interpret literary texts and other forms of cultural production in order to interrogate the mechanics of culture and ideology. Spring
Instructor(s): Vivian Chin
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Multicultural Perspectives, Written Communication

ETHS 091 Research Methods in Ethnic Studies (1)
This course will equip students with the skills and strategies for interdisciplinary research into issues of race and ethnicity. It will also enable students to engage with ethical considerations and interrogate the impact of research on communities of color. In so doing, we will examine socially oriented methodologies and explore the possibilities of developing progressive research agendas that promote social change and seek to empower the subjects of our research. Fall
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
Multicultural Perspectives, Written Communication

ETHS 112 Race, Gender, and the Environment (1)
This intensive reading and discussion seminar explores how factors such as race, gender, class, colonialism, and concepts of human/environment relations help shape the often contradictory definitions of ‘environmentalism.’ We will explore the ideas and assumptions behind issues and movements such as environmental justice, ecofeminism, deep ecology, biotechnology, the population debate, and sustainable development. Readings include both international and U.S. perspectives, and represent competing viewpoints. Fall
Instructor(s): Deborah Berman Santana
Limit 16 students.
Open to juniors and seniors only.
Prerequisite(s): ETHS 051 or ENVS 022 or WMST 071
Note(s): Or Consent of Instructor
Meets the following Gen Ed requirement(s):
Multicultural Perspectives, Women and Gender

ETHS 114 African Diasporic Representations in Film (1)
This course will examine the changing representations of people of African descent in film. The class will explore the historical context and ideological motivation behind stereotypical images of African Americans. Starting with Birth of a Nation, we will undertake a survey of diverse genres of American film including ‘race movies,’ ‘blaxploitation,’ ‘hood movies,’ and emerging independent voices such as Black feminist and gay filmmakers. Other diasporic locations include Britain, France, Brazil, and the Caribbean. Spring
Instructor(s): Staff
Offered in 2007–2008 and then every third year.
Offered in rotation with: ETHS 157, ETHS 166
Prerequisite(s): ETHS 051 or ETHS 052 or HIST 151
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Multicultural Perspectives
ETHS 117 20th Century African American Literature (1)
This course will investigate some of the literary forms, artistic strategies, and intellectual concerns that shaped and defined African American literature during the 20th century. Writers may include DuBois, Hughes, Hurston, Baldwin, Wright, Himes, Morrison, Shange, Lorde, and others. The course will also focus on the socio-political and historical context for these writers and their works. **Spring**

*Instructor(s): Ajuan Mance*

*Offered in 2006–2007 and then every third year.*

ETHS 120 Narratives of People of Mixed Race Descent (1)
From the figure of the ‘tragic mulatto’ to Gloria Anzaldúa’s more empowered mestiza, people of mixed racial descent have inhabited an American literary imagination. This course focuses on works of fiction and critical theories of authors of mixed racial descent in order to examine the production of narratives, social myths, and ideologies of mixed race identity. Themes include ‘passing,’ racial formation, and notions of hybridity and difference. **Spring**

*Instructor(s): Vivian Chin*

*Open to sophomores, juniors, seniors, and graduate students.*

*Offered in 2006–2007 and then every third year.*

*Offered in alternation with: ETHS 120*

*Prerequisite(s): ETHS 064*

*Meets the following Gen Ed requirement(s):*  
Creating & Critiquing Arts, Multicultural Perspectives, Written Communication

ETHS 126 Theories of Race and Ethnicity (1)
This course will expose students to the cutting edge of critical thinking around issues of ‘race’ and ethnicity. It will provide students with the analysis they need to unpack ‘common sense’ ideas about ‘race’ and inequality. By using theory as a tool and an opportunity for critical thinking, we will develop a new vocabulary and framework for understanding the history and contemporary impact of ‘race’ within the U.S. and in a global context. **Spring**

*Instructor(s): Staff*

*Open to sophomores, juniors, seniors, and graduate students.*

*Prerequisite(s): ETHS 051*

*Meets the following Gen Ed requirement(s):*  
Human Institutions & Behavior, Multicultural Perspectives

ETHS 139 (239) Asian/Pacific American Women Writers (1)
Reading works by Asian/Pacific American women, we focus on how these writers represent distinctly Asian/Pacific American experiences. We explore past and present social and political issues of particular relevance to APA women, and consider how these issues appear in the texts. Additional topics include the impact of feminist thought, debates regarding feminism vs. cultural nationalism, and resistance and compliance to Orientalist depictions of APA women. **Spring**

*Instructor(s): Vivian Chin*

*Offered in 2005–2006 and then every other year.*

*Offered in alternation with: ETHS 120*

*Prerequisite(s): ENG 001*

*Meets the following Gen Ed requirement(s):*  
Creating & Critiquing Arts, Multicultural Perspectives, Women and Gender

ETHS 142 (042) Ethnicity and Environment in California (1)
See ETHS 042 in Ethnic Studies.

ETHS 144 Asian/Pacific American and Asian Diasporic Literature (1)
A survey of Asian/Pacific American and Asian Diasporic literature, including fiction and criticism. We examine major concepts that are vital to the evaluation of Asian/Pacific American and Asian Diasporic literature, such as Orientalism, ethnic differences, and issues of immigration. By pursuing questions regarding authenticity, audience, and the ‘native informant,’ as well as the significance of race, class, gender, sexuality, and nation, we will investigate literary and everyday constructions of Asian/Pacific America and the Asian Diaspora. **Fall**

*Instructor(s): Vivian Chin*

*Prerequisite(s): ENG 001 or consent of instructor.*

*Meets the following Gen Ed requirement(s):*  
Creating & Critiquing Arts, Multicultural Perspectives, Written Communication

ETHS 150 Womanist Theory (1)
This course has two complementary goals: firstly, to analyze the continuities between black women’s thought in Africa and in the African diaspora; and secondly, to explore how the different locations of West African, African American, and other African diasporic women affect their perspectives on these common theoretical concerns. The course is interdisciplinary, utilizing historical, literary, sociological and autobiographical sources to illustrate diverse womanist voices. **Fall**

*Instructor(s): Staff*

*Open to sophomores, juniors, seniors, and graduate students.*
ETHS 154 Writing the Self: Autobiographies of People of Color in the U.S. (1)
This course is an examination of the autobiography genre that focuses on contemporary writers of color in the U.S., including African American, Asian American, Chicano/Latino, and Native American writers. The course investigates the aims of autobiography, with special attention to the ways in which representation can construct a counterhegemonic self-identity. We will read critical essays as well as a variety of forms of autobiographical writing and produce analytical essays as well as autobiographical work. **Fall**
Instructor(s): Vivian Chin
Offered in 2005–2006 and then every other year.
Offered in alternation with: ETHS 156
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Multicultural Perspectives

ETHS 155 Contemporary Queer Writers of Color (1)
This course focuses on works written by contemporary queer writers of color. We will consider the ways in which self-identified gay, lesbian, bisexual and transgender authors define such terms of identity, and determine how these definitions are relevant in their writing. Reading fiction, theory, and literary criticism, we will place these texts in a theoretical framework that attends to the intersections between race, gender, class, and sexuality. **Fall**
Instructor(s): Vivian Chin
Offered in 2006–2007 and then every other year.
Offered in alternation with: ETHS 154
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Multicultural Perspectives

ETHS 156 Race, Gender and the Criminal Justice System (1)
Students will explore the historical relations between notions of criminality, colonization, slavery and immigration control. They will examine the development of criminology as a discipline and critically engage with the racial and gender dimensions of criminological thought. Finally, the course will focus on contemporary racial disparities in the criminal justice system including racial profiling, arrest, pre-trial detention and sentencing and the death penalty. **Spring**
Instructor(s): Julia Sudbury

ETHS 157 Latino Immigration (1)
This course examines why people migrate, and how modern international migration differs from previous eras; why Latinas/os have comprised the majority of U.S. immigrants since 1970; how the U.S. government and society have responded, including effects on U.S.-born Latinas/os; and how this growing population is changing both Latin America and the United States. Class meetings include lectures, discussion of diverse readings and presentations of student research. **Spring**
Instructor(s): Deborah Berman Santana
Open to sophomores, juniors, and seniors only.
Offered in 2006–2007 and then every other year.
Offered in alternation with: ETHS 159
Recommended Course(s): ETHS 039
Meets the following Gen Ed requirement(s):
Historical Perspectives, Multicultural Perspectives

ETHS 158 History of Latinas/os in the U.S. (1)
Latinas/os are the fastest growing population—and most hotly pursued marketing target and political constituency—in the United States. Yet there is little knowledge of who they are, nor their greatest concerns. This course addresses the striking diversity and strong commonalities among Latinas/os in the United States, through reviewing their origins, distributions, and characteristics; we also discuss contemporary issues such as racial/ethnic identity, gender/sexuality, bilingual education, cultural nationalism and transnationalism. **Spring**
Instructor(s): Deborah Berman Santana
Open to sophomores, juniors, and seniors only.
Offered in 2005–2006 and then every other year.
Offered in alternation with: ETHS 158
Recommended Course(s): ETHS 039
Meets the following Gen Ed requirement(s):
Historical Perspectives, Multicultural Perspectives, Women and Gender

ETHS 159 Women of Color in Social Movements (1.25)
This course will examine the role of women of color as grassroots activists, leaders, and thinkers in the new social movements of the post World War II period. The course will examine the racial projects and gendered ideologies underpinning
historical and contemporary movements, including class, nation-based, feminist/womanist, and internal colonization models. The class includes a service learning placement in an organization serving women of color. **Spring**

**Instructor(s):** Julia Sudbury

**Letter grade only.**

Open to sophomores, juniors, and seniors only. Offered in 2006–2007 and then every third year. Offered in rotation with: ETHS 114, ETHS 157

Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Multicultural Perspectives, Women and Gender

Cross-listed with: SOC 166

**ETHS 172 American Indian Women in the U.S. (1)**

This course will examine the contributions of American Indian women to their communities. While it is important to understand the present context in which these women struggle for their communities, it is also necessary to examine their changing roles within a historical situation. The focus will include political situations, literature, film, migrations from aboriginal land bases, and public policy. **Spring**

**Instructor(s):** Melinda Micco

**Prerequisite(s):** ETHS 054

Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender

Cross-listed with: HIST 172

**ETHS 173 Celluloid Native: American Indians in Film (1)**

This course focuses on images of American Indians in film. The course will study the political context and historical background for the development of cinematic images. Issues include non-Indians who portray Native people; misinformation about tribal cultures and practices; and the abuse of Native images for profit. We will closely examine the ways in which media, particularly film, impacts issues such as self-esteem, interpretation of Native cultures, and continuation of Native traditions. **Spring**

**Instructor(s):** Melinda Micco

Offered in 2006–2007 and then every other year. Offered in alternation with: ETHS 188

Prerequisite(s): ETHS 054 or ETHS 051

Recommended Course(s): ETHS 172

Meets the following Gen Ed requirement(s): Multicultural Perspectives

**ETHS 180 Special Topics in Ethnic Studies (1)**

This course deals with social, political, economic, cultural, and environmental issues of interest to American Indians, African Americans, Asian/Pacific Americans, and Latinos. May be repeated for credit when topics differ. **Fall and Spring**

**Instructor(s):** Staff

Meets the following Gen Ed requirement(s): Multicultural Perspectives

**ETHS 183 Advanced Seminar in Ethnic Studies (1)**

In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

**Instructor(s):** Staff

Open to sophomores, juniors, seniors, and graduate students.

Meets the following Gen Ed requirement(s): Multicultural Perspectives

**ETHS 188 Film, Color, and Culture: Images of People of Color in Cinema (1)**

This course examines cinematic stereotypes within the framework of a variety of disciplines, including history, sociology, literature, political science, psychology, feminist theory, and ethnic and race relations. The depiction of women and people of color in film is often a one-dimensional portrayal and yet remains the most vivid for many in the dominant society. To provide a foundation for analysis, filmmaking both from an artistic and economic perspective will be presented. **Spring**

**Instructor(s):** Melinda Micco

**Letter grade only.**

Open to sophomores, juniors, seniors, and graduate students.

Offered in 2005–2006 and then every other year. Offered in alternation with: ETHS 173

Prerequisite(s): ETHS 047 or ETHS 051 or ETHS 052

Recommended Course(s): ETHS 172

Meets the following Gen Ed requirement(s): Multicultural Perspectives

**ETHS 191 Senior Seminar (1)**

Advanced directed research to write senior thesis. **Fall**

**Instructor(s):** Vivian Chin

**Letter grade only.**

Open to majors only.

Prerequisite(s): ETHS 091

Meets the following Gen Ed requirement(s): Multicultural Perspectives
Film Studies
510.430.2217

Faculty: Professional Interests

Robert T. Anderson
- Cultural anthropology, medicine, religion, biological evolution, urban public schools

Ken Burke
- Film, communication theory, video production, scriptwriting, social effects of mass media

Héctor Mario Cavallari
- Contemporary Latin-American literature, Hispanic cultures, literary criticism, critical theory, Hispanic cinema

Fred Frith
- Composition and improvisation, 20th Century music, rock music.

Melinda Micco
- American Indian history and literature, multiracial communities

Kirsten Saxton
- 18th-century British literature and culture, women and the law, the history of the novel, post-colonial literatures and cultures, theories of sexuality, feminist film theory, pedagogy and composition studies

Julia Sudbury
- Diaspora studies; race, gender, and incarceration; women of color organizing

Andrew A. Workman
- 20th century American history, labor, constitutional, African American history

The minor in film studies offers the opportunity to study film from a humanities perspective in a coherent and structured manner. It is designed to develop the student’s cinematic literacy based on a critical understanding of the medium, its relationship to other texts, and a variety of cultural perspectives. By its very nature a mixed medium, film calls for an interdisciplinary and comparative approach. The film studies minor meets this goal by drawing from a varied range of faculty expertise across the curriculum.
Faculty: Professional Interests

Christian Marouby
• 17th and 18th century French literature, contemporary critical theory, psychoanalysis, anthropology and literature

Brinda Mehta
• 19th century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures

The French and Francophone Studies program at Mills offers a dynamic, cross-cultural and interdisciplinary approach to language, culture and literature. This transnational perspective recognizes the equal importance of the cultural and intellectual traditions emanating from France and its close neighbors, and from la francophonie: the French-speaking Diaspora outside of Europe, especially in the Caribbean, Africa, and South-East Asia.

Our program is also unique in its emphasis on the study abroad experience as an integral part of understanding the richness and complexity of French and Francophone cultures.

The first two years of study, conducted exclusively in French, integrate an early exposure to the cultural and literary aspects of French and Francophone peoples with the acquisition of active linguistic skills. From the beginning, students are introduced to a variety of audiovisual and written documents representative of the French-speaking world, and as early as the second year, they are immersed in the serious study of literatures written in French.

Our advanced level courses (also taught in French) expose students to a wide range of critical approaches to literature such as psychoanalysis, deconstruction, postcolonialism, gender, and diaspora theory. We seek to engage students in current intellectual debates on identity, cultural representation, and transnational feminism (examples of such courses include Orientalism in the Novel and Francophone Women Writers from the Caribbean).

In addition to courses taught in French, we offer a number of interdisciplinary courses taught in English (see Letters) that can be taken as electives or as part the French and Francophone Studies major.

Our small size enables us to develop a close working relationship with our students at all levels, and gives our program flexibility to accommodate individual needs. At the same time, we believe that the Mills experience must be complemented by study abroad in a French speaking country of the student’s choice. Therefore, students majoring in French are required to spend at least one semester in a Mills affiliated study-abroad program in one of the following countries: Belgium, Cameroon, Madagascar, Mali, Niger, Morroco, Quebec, Senegal, Switzerland, as well as several locations in France. Since this is a requirement, students with a declared major and an approved plan of study are eligible for a Germaine Thompson Scholarship, which supports the cost of travel.

While the minor in French and Francophone Studies can usually be completed by taking courses only at Mills, we also encourage students electing to minor in our program to study abroad for a semester.

In addition to study abroad, students at an advanced level may also take advantage of cross-registration in the Department of French at UC Berkeley to enroll in courses complementing those offered in our program.

Many French and Francophone Studies majors (who are often double majors) go on to graduate school and pursue successful careers in a wide range of fields both in the U.S. and abroad. These fields include law, international non-profit organizations, education, and publishing.

French & Francophone Studies Major
(10 semester courses credits beyond French IV)

Required:
One semester of Study Abroad in a Mills affiliated program in a French-speaking country (see list under Study Abroad).

Study Abroad courses chosen in consultation with major advisor should include at least:
• One advanced language course (1 credit)
• One French or Francophone culture course (1 credit)

Letters 10, Introduction to Literary Criticism (1) or French 140, Introduction to French and Francophone Literatures (1)

Plus 4 upper division course credits in French (may be taken through Study Abroad or cross-registration)

Two electives chosen in consultation with major advisor (may be taken in English)
Senior Requirement:
FREN 191 Senior Thesis (1)

French & Francophone Studies Minor
Required:
Completion of 2 years of study (college level IV or equivalent) in French or 2 upper division courses offered in French for students who have already achieved second-year language proficiency.

And 4 upper-division course credits in French and Francophone Studies

Courses taught in English
(see Letters)

Let 010 Introduction to Literary Criticism
Let 115 African and Caribbean Literatures
Let 142 French and Francophone Women Writers
Let 148 (248) Contemporary French Theory
Let 149 Post-Colonial Conditions: Contemporary Women’s Writings from Africa
Let 159 (259) Anthropology and Literature

Courses

FREN 001 Elementary French I (1)
Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language. Oral and written exercises and weekly supervised language laboratory practice. Fall
Instructor(s): Christian Marouby

FREN 002 Elementary French II (1)
Intensive introduction to the basic skills of understanding, speaking, reading, and writing, with the aim of progressing toward an active command of the language. Oral and written exercises and weekly supervised language laboratory practice. Spring
Instructor(s): Christian Marouby

FREN 003 Intermediate French III (1)
Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts. Fall
Instructor(s): Brinda Mehta

FREN 004 Intermediate French IV (1)
Review and expansion of linguistic skills, combined with an introduction to the reading of literary and cultural texts. Spring
Instructor(s): Brinda Mehta

FREN 126 Advanced Grammar and Translation (1)
The course combines the study of grammar at an advanced level with an introduction to the techniques of translation. Particular attention will be given to questions of style and levels of language, as well as to the systematic differences between French and English usage. Spring
Instructor(s): Christian Marouby
Offered in 2006–2007 and then every third year.
Prerequisite(s): FREN 004

FREN 131 Contemporary French Culture (1)
An analysis of the values, myths, events, and social institutions that define the specificity of French contemporary culture. Documentation will include news media, literature, and contemporary cultural studies Spring
Instructor(s): Christian Marouby
Offered in 2005–2006 and then every third year.

FREN 132 Introduction to Francophone Cultures (1)
Introduction to the richness and diversity of the francophone world, i.e., French-speaking nations outside of mainland France. While focusing on the ‘international vocation’ of French, the course gives students a comprehensive look at the francophone experience in Africa, Asia, Europe, the Caribbean, and North America. Fall
Instructor(s): Brinda Mehta
Offered in 2006–2007 and then every other year.

FREN 140 Introduction to French Literature (1)
Introduction to the major themes, genres, and works of the French literary tradition, from the Renaissance to the present, including poetry, prose, and drama. Spring
Instructor(s): Christian Marouby
Offered in 2006–2007 and then every third year.

FREN 153 Reasons of the Heart (1)
The course will focus on what is perhaps the central concern of French classicism: the problem of what was then called ‘the passions.’ In reading the great dramatists, moralists, and novelists of the period, we will seek to understand the psychological insights this literature reveals, and reflect on what Pascal meant by the ‘reasons’ of the heart. Includes Mme de Scudiry, Corneille, Racine, La Bruyere, La Fontaine, Saint Evremont, La Rochefoucauld, Mme de La Fayette. Fall
Instructor(s): Christian Marouby
Offered in 2006–2007 and then every third year.
FREN 155 The Enlightenment (1)
A study of the movement of rational inquiry that characterizes the Enlightenment from its foundation in the Cartesian critique to its triumph in the naturalist ideology of the late 18th century. Readings include literary (Molière, Cyrano de Bergerac) as well as ‘philosophical’ texts (Voltaire, Diderot, Condillac, Helvetius), and some of the most influential British figures from Bacon to Locke.
Spring
Instructor(s): Christian Marouby
Offered in 2005–2006 and then every third year.

FREN 157 The 18th Century Novel (1)
A study of the masterpieces of the 18th century French novel emphasizing two major features of the genre in that period: the formal dominance of the epistolary novel and the thematic recurrence of the problem of social mobility. Marivaux, Privost, Diderot, Rousseau, Laclos, Restif de la Bretonne.
Spring
Instructor(s): Christian Marouby
Offered in 2007–2008 and then every third year.

FREN 162 Aesthetics of the Body in Literature (1)
The different representations of the human body through significant literary movements in France: the decadent period and its subversion of sexual/social categories, surrealism, the women’s movement and the inscription of the body within the parameters of ‘l’icriture feminine,’ psychoanalytic interpretations of the female body with special emphasis on women writers’ responses to Freud, and the representation of the lesbian body and its revalorization of the feminine. Spring
Instructor(s): Brinda Mehta
Offered in 2006–2007 and then every third year.

FREN 168 Francophone Women’s Writing from Martinique, Haiti, and Guadeloupe (1)
A gendered interrogation of major aspects of Caribbean identity through the writings of women authors from Martinique, Guadeloupe, and Haiti. Major topics for discussion and analysis: the impact of colonialism and neo-colonialism in the ‘creation’ of Caribbean identity, mixed-race identification, sexuality, indigenous systems of religious affirmation such as Voudun, exile and the formation of diasporic communities (African and South Asian), immigration, Creoliti and linguistic empowerment, political repression and the ‘state’ of women’s writing. Fall
Instructor(s): Brinda Mehta
Offered in 2007–2008 and then every third year.
Prerequisite(s): FREN 140

FREN 170 Orientalism in the Novel (1)
A critical examination of the representation of non-European cultures in French novels of the 19th and 20th centuries. We will explore the idea of orientalism or ‘exotic otherness’ in its pluralistic manifestations as a sociopolitical, geographical, and psychosexual construction through the works of Flaubert, Nerval, Duras, Leola Sebbar, Daniel Maximin, and Cheikh Hamidou Kane. Critical readings will include essays by Saoud, Kristeva, Fanon, Djebar. Fall
Instructor(s): Brinda Mehta
Offered in 2005–2006 and then every third year.

FREN 174 Essays of the Self (1)
An exploration of the modes of subjectivity in the French literary tradition. Through major examples of autobiographical writing, we will examine the relationship between self-analysis, self-representation, and the constitution of the modern subject.
Spring
Instructor(s): Christian Marouby
Offered 2007–2008 and then every third year.

FREN 191 Senior Thesis (1)
An independent research project, which focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course.
Fall
Instructor(s): Brinda Mehta, Christian Marouby

FREN 192 Senior Thesis (1)
An independent research project, which focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. Spring
Instructor(s): Brinda Mehta, Christian Marouby
Government
510.430.2338

Faculty: Professional Interests

Anne Marie Choup
• Comparative politics, Latin American politics, politics of the developing world

Fred H. Lawson
• International relations, international political economy, politics of the Middle East and North Africa, comparative foreign policy

Paul R. Schulman
• Bureaucratic organizations and public policy-making, science, technology and public policy

Laurie Zimet
• Constitutional law/First Amendment, feminist jurisprudence, business law, and civil litigation

Also see International Relations

Will Rogers once described the political process by asserting that “Those who are in want to stay in and those who are out want to get in, and that’s about all there is to the game.” The faculty in the government department takes a more complex view. Government encompasses a wide spectrum of subfields of political science, such as comparative politics, international relations, public policy, and constitutional development.

The government major is appropriate for students planning to enter the fields of law or business administration, as well as for those who wish to pursue graduate work in political science. Mills graduates in government have pursued a variety of careers, including university teaching, the foreign service, law, and management in both the private and public sectors.

Government Major
(13 semester course credits)

Required:
GOVT 016 Comparative Politics (1)
GOVT 017 International Relations (1)
GOVT 021 The Public Policy-Making Process (1)

Senior requirement:
GOVT 191 Senior Seminar (1)

And select 5 Government courses from 3 of these 4 areas: American Government, Comparative Politics, International Relations, and Public Administration.

American Government:
GOVT 085 American Government (1)
GOVT 115 The American Presidency (1)

GOVT 116 Court Systems of the San Francisco Metropolitan Area (1)

Comparative Politics:
GOVT 131 Transitions to Democracy (1)
GOVT 137 Comparative Politics of the Middle East and North Africa (1)
GOVT 141 Politics of Developing Nations (1)
GOVT 144 Latin American Politics (1)
GOVT 145 Latin American Revolution and Revolutionary Movements (1)

International Relations:
GOVT 090 American Foreign Policy (1)
GOVT 091 The United States and Latin America (1)
GOVT 123 International Political Economy (1)
GOVT 127 Comparative Foreign Policy (1)
GOVT 132 Theories of International Relations (1)
GOVT 138 International Relations of the Middle East (1)

Public Administration:
GOVT 101 Organizational Theory (1)
GOVT 102 Administrative Behavior (1)
GOVT 118 Science, Technology, and Public Policy (1)
GOVT 139 Ethical Reasoning in Politics and Public Policy (1)

And select 4 courses from 3 of these areas: Anthropology, Economics, History, Psychology, Sociology, and foreign language above the second year.

Government Minor
(6 semester course credits)

Select 3 courses from the following:
GOVT 016 Comparative Politics (1)
GOVT 017 International Relations (1)
GOVT 021 The Public Policy-Making Process (1)
GOVT 085 American Government (1)

And select 3 more Government courses.

Courses

GOVT 016 Comparative Politics (1)
Major analytical approaches to the study of comparative politics. The modern state and its origins. Contemporary politics of selected countries. Spring
Instructor(s): Anne Marie Choup

GOVT 017 International Relations (1)
Basic character and structure of the international arena. How changes in these patterns determine
outbreaks of war and peace among countries. **Fall**

**Instructor(s): Fred Lawson**

**Meets the following Gen Ed requirement(s):**

Written Communication

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**GOVT 021 The Public Policy-Making Process (1)**
The politics surrounding the formulation and execution of public undertakings. Analysis of specific public policies and the political environment within which they operate. **Fall**

**Instructor(s): Paul Schulman**

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**GOVT 085 American Government (1)**
Introduction to the structure and functions of U.S. government. This class examines the establishment of the U.S. political system, contemporary political behavior and institutions, and current economic, social, and foreign policies. **Fall**

**Instructor(s): Anne Marie Choup**

Offered in 2005–2006 and then every other year. Offered in alternation with: **GOVT 091**

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**GOVT 090 American Foreign Policy (1)**
Alternative explanations for contemporary American foreign policy. Special reference to policies regarding Russia, defense spending and procurement, the international market and military or other intervention in peripheral conflicts. **Spring**

**Instructor(s): Fred Lawson**

Offered in 2006–2007 and then every other year.

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**GOVT 091 The United States and Latin America (1)**
U.S. perceptions of Latin America and Latin Americans. Approaches to security concerns of the Cold War, including military and development aid and human rights, and military policies. Latin American responses to U.S. involvement. Contemporary U.S. Latin American concerns including immigration, drug trade, and democratization. **Fall**

**Instructor(s): Anne Marie Choup**

Offered in 2006–2007 and then every other year. Offered in alternation with: **GOVT 085**

**Meets the following Gen Ed requirement(s):**

Historical Perspectives

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**GOVT 101 Organizational Theory (1)**
Major theories of organizational structure, leadership, communication, and control processes will be analyzed and “tested” in their application to specific cases. **Fall**

**Instructor(s): Paul Schulman**

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**GOVT 102 Administrative Behavior (1)**
Information gathering, decision making, and implementation processes of modern organizations, and the possible ‘pathologies’ to which they are subject. **Spring**

**Instructor(s): Paul Schulman**

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**GOVT 115 The American Presidency (1)**
An examination of the presidential selection process, the scope and powers of the office, and the major determinants of presidential behavior. **Spring**

**Instructor(s): Paul Schulman**

Offered in 2005–2006 and then every other year. Recommended Course(s): **GOVT 085**

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**GOVT 116 Court Systems of the San Francisco Metropolitan Area (1)**
An introduction to the work of the courts at all levels. Emphasis on field trips and observation. **Spring**

**Instructor(s): Staff**

**Meets the following Gen Ed requirement(s):**

Human Institutions & Behavior

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**GOVT 118 Science, Technology, and Public Policy (1)**
The political and organizational influences upon scientific research and technological development. **Spring**

**Instructor(s): Paul Schulman**

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**GOVT 123 International Political Economy (1)**
Structure and dynamics of contemporary globalization. Foreign economic policies of industrial states. Multilateral institutions and regional integration. **Spring**

**Instructor(s): Fred Lawson**

Offered in 2005–2006

Open to undergraduates only. Recommended Course(s): **GOVT 017**

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**GOVT 127 Comparative Foreign Policy (1)**
Focused comparisons of selected foreign policy issues involving various countries in the contemporary world. Primary countries covered include Russia, France, Japan, India, China, Egypt, Argentina, and Tanzania. **Spring**

**Instructor(s): Fred Lawson**

Offered in 2005–2006 and then every other year.

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**GOVT 131 Transitions to Democracy (1)**
Definitions of democracy, transition, and consolidation. Major actors in transitions to democracy. Case studies of transitions from communist, military, and neo-patrimonial regimes in Central Europe, Latin America, and Africa. **Fall**

**Instructor(s): Anne Marie Choup**

Offered in 2005–2006 and then every other year. Offered in alternation with: **GOVT 141**

Prerequisite(s): **GOVT 016**

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**GOVT 132 Theories of International Relations (1)**
Theories that explain the dynamics of world politics. Topics include the quest for power and domination, imperialism and wealth, international systems and
processes, and attempts to create a science of international relations. **Spring**

**Instructor(s):** Fred Lawson  
**Prerequisite(s):** GOVT 017

**GOVT 137 Comparative Politics of the Middle East and North Africa (1)**
Political and social structures of Middle Eastern countries. Legacies of colonial domination and nationalist movements. Conflicts between regimes and opposition forces. Sources of potential instability in local affairs. **Fall**

**Instructor(s):** Fred Lawson  
**Offered in 2006–2007 and then every other year.**

**GOVT 138 International Relations of the Middle East (1)**
Alternative explanations for great/power policies toward the region. Analysis of sources and course of local conflicts, particularly the Arab-Israeli dilemma. Changing pattern of relations among Arab states. **Fall**

**Instructor(s):** Fred Lawson  
**Offered in 2005–2006 and then every other year.**

**GOVT 139 Ethical Reasoning in Politics and Public Policy (1)**
Investigation of major normative disputes in such areas as public assistance and entitlements, the environment, civil rights, and health care policy making. An examination of the difficulties of applying ethical argument to policy making. **Spring**

**Instructor(s):** Paul Schulman  
**Offered in 2006–2007 and then every other year.**

**GOVT 141 Politics of Developing Nations (1)**
Domestic politics of developing nations, and politics between industrialized nations and the developing world. Theories of political development, problems of human rights and reconciliation, the roles of gender and religion, and the prospects of developing nations in today’s world. **Fall**

**Instructor(s):** Anne Marie Choup  
**Open to sophomores, juniors, and seniors only. Offered in 2006–2007 and then every other year. Offered in alternation with: GOVT 131**

**Recommended Course(s):** GOVT 016  
**Meets the following Gen Ed requirement(s):**  
**Human Institutions & Behavior, Multicultural Perspectives**

**GOVT 144 Latin American Politics (1)**
Contemporary politics in Latin America, focusing on the role of the elite, the military, political parties, and civil society. Current issues in Latin American politics including neo-liberalism, the politics of identity, and inter-American politics. Case studies of selected Latin American countries. **Spring**

**Instructor(s):** Anne Marie Choup  
**Offered in 2005–2006 and then every other year. Offered in alternation with: GOVT 145**

**Recommended Course(s):** GOVT 016  
**Meets the following Gen Ed requirement(s):**  
**Multicultural Perspectives**

**GOVT 145 Latin American Revolution and Revolutionary Movements (1)**
The four major Latin American revolutions. Central American revolutionary movements and revolts. On-going revolts in Mexico, Colombia. Implications for contemporary politics of the region. **Spring**

**Instructor(s):** Anne Marie Choup  
**Open to sophomores, juniors, and seniors only. Offered in 2006–2007 and then every other year. Offered in alternation with: GOVT 144**

**Meets the following Gen Ed requirement(s):**  
**Human Institutions & Behavior**

**GOVT 148 Model United Nations (0.5)**
Principles and organization of the United Nations, world trends and international power relations as reflected in the organization. Preparation for and participation in simulations of U.N. committee sessions. **Spring**

**Instructor(s):** Anne Marie Choup  
This course may be taken four times.

**GOVT 149 Diplomacy (1)**
Principles and practice of modern diplomacy. Forms of debate associated with international organizations. Strategies used in bilateral and multilateral bargaining. Preparation for participation in Model United Nations simulation. **Spring**

**Instructor(s):** Fred Lawson  
**Offered 2006–2007.**

**GOVT 180 Special Topics in Government (1)**
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

**Instructor(s):** Staff

**GOVT 183 Advanced Seminar in Government (1)**
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**

**Instructor(s):** Staff

**GOVT 191 Senior Seminar (1)**
Research on the senior project, oral reports, and the written presentation of the senior project. **Fall**

**Instructor(s):** Anne Marie Choup  
**Open to juniors and seniors only.**
A knowledge of history is both the mark of an educated person and a background for understanding the present. It develops skills that are valuable in all fields—the testing of hypotheses, the evaluation of evidence, and the formation and presentation of sound generalizations.

The Mills history curriculum is designed to provide students with a broad background in history and a knowledge of historical methods. The faculty in history is composed of specialists in modern European history, 19th- and 20th-century U.S. history, and East Asian history. Mills graduates in history have continued their study in graduate and professional schools and have entered careers in law, business, journalism, publishing, teaching, library science, museum curatorship, and government service.

History Major
(12 semester course credits)
Core requirements:
Select a concentration in 1 of 3 areas listed below and take its 2-semester introductory sequence:

**European**
HIST 011 The West and Its Cultural Traditions I (1)  
HIST 012 The West and Its Cultural Traditions II (1)

**United States**
HIST 031 American History I (1)  
HIST 032 American History II (1)

**Asian**
HIST 061 China and Japan to 1800 (1)  
HIST 062 China and Japan from 1800 (1)

Other requirements:
All must take History 189 and 190 and should do so in sequence in the spring of the junior and fall of the senior year, respectively.

- HIST 189 History and Its Methods (1)
- HIST 190 Senior Thesis Seminar (1)

And select 8 additional semester course credits in History. Four of these credits should be inside your area of concentration and 2 should be in each of the other areas of concentration. One of these elective courses may be taken outside the department; this includes courses from disciplines cross-listed in History.

History Minor
(5 semester course credits)
Select 5 History courses in consultation with History faculty advisor. One of the 5 courses must be HIST 189 History and Its Methods.

Courses

**HIST 011 The West and Its Cultural Traditions I (1)**
Introduction to the history of the Western world, focusing on political, social, economic, religious, and scientific developments. Covers the period from prehistory to the coming of the modern era in the late 16th century. **Fall**  
Instructor(s): Bertram Gordon  
Open to undergraduates only.  
Meets the following Gen Ed requirement(s):  
- Historical Perspectives, Written Communication

**HIST 012 (112) The West and Its Cultural Traditions II (1)**
Introduction to the history of the Western world, focusing on political, social, economic, religious, and scientific developments. Covers the period from the coming of the modern era in the late 16th century to the present. **Spring**  
Instructor(s): Bertram Gordon  
Open to undergraduates only.  
Meets the following Gen Ed requirement(s):  
- Historical Perspectives, Written Communication

**HIST 031 American History I (1)**
A survey of the political, social, and economic development of American society from the early 17th century through the end of the Civil War era in 1877. **Fall**  
Instructor(s): Marianne Sheldon  
Prerequisite(s): ENG 001 or consent of instructor.  
Meets the following Gen Ed requirement(s):  
- Historical Perspectives, Written Communication
HIST 032 American History II (1)
An introduction to the history of the U.S. since the end of Reconstruction. This course analyzes the rise of a mass production/mass consumption economy; the changing nature of ethnic, racial, and gender relations; and the growth of the American state during this era. Spring
Instructor(s): Andrew Workman
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
  - Historical Perspectives, Written Communication

HIST 058 Ancient History (1)
With specific attention to political, intellectual, social, and religious considerations, this course examines the rise and development of civilization in ancient Mesopotamia, Egypt, Greece, and Rome. Particular focus will be given to each culture’s concept of law, gods, and the meaning of the heroic in society. Class reading and discussion will entail primary documents and will explore the way historians use such sources. Fall
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  - Historical Perspectives

HIST 061 China and Japan to 1800 (1)
An introductory survey of China and Japan from ancient times to 1800, focusing on the political, social, and cultural development of these two traditional societies. Fall
Instructor(s): Wah Cheng
Meets the following Gen Ed requirement(s):
  - Historical Perspectives

HIST 062 China and Japan since 1800 (1)
A survey of China and Japan from 1800 to the middle of the 20th century. Emphasis is placed on the abrupt transition of the traditional societies of China and Japan to the modern age in response to the challenge of the West and the quest for modern nationhood. Spring
Instructor(s): Wah Cheng
Meets the following Gen Ed requirement(s):
  - Historical Perspectives

HIST 069 (169/269) Men, Women and Travel: Tourism in Europe Since the Renaissance (1)
The nature of tourism and its practice, from Antiquity to the present, emphasizing the period from the middle of the 17th century, with the development of the terms ‘tourism,’ ‘picturesque,’ and ‘romantic.’ Focuses on similarities and differences in the experiences of men and women travelers through the many changes into the late 20th century, when women travel in ever-larger numbers and, for the first time, apply for more American passports than do men. Fall
Instructor(s): Bertram Gordon
Offered in 2006–2007 and then every other year. Offered in alternation with: HIST 111
Meets the following Gen Ed requirement(s):
  - Human Institutions & Behavior, Historical Perspectives, Women and Gender

HIST 080 Special Topics in History (1)
Topics in history not offered in the regular curriculum. Taught by regular staff or visitors. Fall and Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  - Historical Perspectives

HIST 100 Europe in the Middle Ages (1)
The Middle Ages from the fall of the Western Roman Empire in the 5th century through the 14th century: the Irish and Carolingian Renaissances; the Viking, Saracenic, and Hungarian invasions of the Continent, culminating with the Crusades; the rise of commerce, towns, universities, and great cathedrals; and the culture of the High Middle Ages. Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  - Historical Perspectives

HIST 102 The Italian Renaissance (1)
The Italian Renaissance from the rise of the city-states on the Peninsula, Petrarch and the “rediscovery” of Antiquity; the emergence of Florentine civic humanism and art; Venetian commercial and naval power; the splendor of the Renaissance Popes; and, finally, to the beginning of the end with Machiavelli, the foreign invasions of Italy, and the sack of Rome in 1527. Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  - Historical Perspectives
HIST 104 Early Modern Europe (1)
Focuses on cultural crisis brought about by the shattering of medieval hegemony in Europe. Major consideration is given to the interplay of popular culture and high culture in the reformation of European culture from the Italian Renaissance to the French Revolution. **Fall**
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  Historical Perspectives

HIST 108 (208) Gender and Society in Early Modern Europe (1)
An examination of the role of gender in early modern Europe from the late Middle Ages to the end of the 18th century. Topics include religion, law, labor, social and family relations. The course considers the impact on gender of major historical developments such as the Renaissance, Reformation, Scientific Revolution, and the rise of the modern state. **Spring**
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
  Historical Perspectives

HIST 111 Cuisine History (1)
Patterns in cuisine throughout the world, from the emergence of humans to the present. Emphasis is given to cuisine and dining styles as causes and reflectors of social change. **Fall**
Instructor(s): Bertram Gordon
Offered in 2005–2006 and then every other year.
Offered in alternation with: HIST 169
Meets the following Gen Ed requirement(s):
  Historical Perspectives, Women and Gender

HIST 112 (012) The West and Its Cultural Traditions II (1)
See HIST 012 in History.

HIST 113 (213) Left and Right in Modern Europe (1)
The development of the political left and right in Europe, from their origins through Rousseau and the divisions of the French Revolution; with special emphasis on 19th century Marxism and the left, and right-wing anarchism; 20th century divisions of the Communist left and the Fascist right and the ways in which these divisions cross existencial, psychoanalytical, and feminist theory. **Spring**
Instructor(s): Bertram Gordon
Meets the following Gen Ed requirement(s):
  Human Institutions & Behavior, Historical Perspectives, Women and Gender

HIST 116 History of the American City (1)
Historical development of the American city from its colonial origins to the development of the 20th century megalopolis. The emergence of certain contemporary urban issues, such as immigration, patterns of residence, city planning, and suburban development, will be considered by drawing upon an interdisciplinary scholarly literature. **Spring**
Instructor(s): Marianne Sheldon
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
  Human Institutions & Behavior, Historical Perspectives

HIST 117 The Immigrant Experience (1)
The introduction of various ethnic groups to the United States through the 20th century, with primary focus on the great influx of immigrants in the 19th century. **Spring**
Instructor(s): Marianne Sheldon
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
  Historical Perspectives

HIST 118 The Civil Rights Movement in America, 1941 to the Present (1)
The African American civil rights movement since the beginning of World War II. Focuses on the movement’s development and use of protest, legal, legislative, and direct action tactics on conflicts between advocates of assimilation and segregation. **Fall**
Instructor(s): Andrew Workman
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s):
  Historical Perspectives, Multicultural Perspectives

HIST 123 England and the British Empire: From the Rise of the Tudors to the Present (1)
The rooting of parliamentary supremacy and the expansion of the British Empire in the 18th century; industrialism and Victorianism in the first half of the 19th century; empire in Africa and India in the second half of the 19th century; the 20th century challenges from Germany and America; the two world wars; the building of English socialism after World War II; and the reaction of Thatcherism and Tony Blair’s New Labor. **Spring**
Instructor(s): Bertram Gordon
Offered in 2005–2006 and then every other year.
Offered in alternation with: HIST 125
Meets the following Gen Ed requirement(s):
  Human Institutions & Behavior, Historical Perspectives, Women and Gender
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Instructor(s)</th>
<th>Offered Period</th>
<th>Gen Ed Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 125</td>
<td>France: From the 1789 Revolution to the Present (1)</td>
<td>The history of France from Charlemagne to the present with emphasis on the French Revolution; the era of Napoleon and the Restoration, and the rebuilding of Paris under Napoleon III; the turn of the century belle époque; the two world wars and collaboration and resistance; and the struggle to maintain grandeur in today’s world.</td>
<td>Spring</td>
<td>2006–2007 and then every other year.</td>
<td>Human Institutions &amp; Behavior, Historical Perspectives, Women and Gender</td>
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<tr>
<td>HIST 127</td>
<td>Central Europe in the Modern Era (1)</td>
<td>Examines Central Europe from the Protestant Reformation to the present. Focuses on Germany, European Russia, and the lands in between, and emphasizes the development of the Austrian, Russian, Prussian, and German states. Special attention is given to 19th century Central European culture, the two world wars of the 20th century, Nazism and Communism, the Cold War, and the attempts at European unification in the post-Cold War years.</td>
<td>Fall</td>
<td>Instructor(s): Bertram Gordon</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender</td>
</tr>
<tr>
<td>HIST 129</td>
<td>Spain: From the Golden Age to the Present (1)</td>
<td>Spain from its Germanic, Moorish, Jewish, and Catholic roots through its Golden Age and the loss of its colonial empire; reaction to defeat by America in 1898, the development of dictatorship and the Civil War in the 20th century; and Spain’s recent attempts to rejoin the Western European community since the death of Franco.</td>
<td>Spring</td>
<td>Instructor(s): Bertram Gordon</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives</td>
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<td>HIST 133</td>
<td>The South in American History (1)</td>
<td>The formation and evolution of a distinctive segment of American society from colonial times through the Civil War and into the 20th century. Examines some of the main themes and controversies of the history of the South in conjunction with its myths and legends.</td>
<td>Spring</td>
<td>Instructor(s): Marianne Sheldon</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives</td>
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<tr>
<td>HIST 135</td>
<td>Worker in American Life—1877 to the Present (1)</td>
<td>An introduction to the major historical transformations affecting American working people since the rise of the modern corporation. This course will consider the ideas, movements, and organizations that have defined a collective response to changing conditions in the workplace in terms of four major themes: gender, ethnic and racial relations, technological change, and radical ideology.</td>
<td>Fall</td>
<td>Instructor(s): Andrew Workman</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives</td>
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<tr>
<td>HIST 136</td>
<td>Screening American History (1)</td>
<td>An inquiry into the relationship between film and American history. Examines the construction of the American past in a variety of moving image formats with attention to accounts of race relations, the American West, propaganda and war, and other topics.</td>
<td>Fall</td>
<td>Instructor(s): Andrew Workman</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives</td>
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<tr>
<td>HIST 137</td>
<td>Prosperity, Depression, and War: America from 1920 to 1945 (1)</td>
<td>A study of the United States from the boom years of the 1920s through the Great Depression and World War II. Emphasis will be placed on the labor movement, the development of the welfare state, the rise of mass culture, and changes in gender, ethnic, and racial relations during this era.</td>
<td>Fall</td>
<td>Instructor(s): Andrew Workman</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives</td>
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<tr>
<td>HIST 138</td>
<td>The United States Since World War II (1)</td>
<td>The American scene from 1945 to the present.</td>
<td>Spring</td>
<td>Instructor(s): Andrew Workman</td>
<td>Meets the following Gen Ed requirement(s): Historical Perspectives</td>
</tr>
</tbody>
</table>
HIST 140 Diplomatic History of the United States Since 1898 (1)
American foreign relations from the Spanish-American-Philippine-Cuban War to the present. Spring
Instructor(s): Andrew Workman
Offered in 2006–2007 and then every other year. Meets the following Gen Ed requirement(s):
Historical Perspectives

HIST 142 The Supreme Court (1)
The constitutional and political roles of the Supreme Court since 1865. Spring
Instructor(s): Andrew Workman

HIST 146 The Chinese Communist Movement, 1921–1949 (1)
This course examines the emergence and growth of the Chinese Communist Movement from the birth of the Chinese Communist Party in 1921 to the founding of the People’s Republic in 1949. The spectacular if costly achievements of the CCP can be attributed to the successful domestication of Marxism-Leninism to the revolutionary conditions in China. We explore this dynamic fusing of universal theory and local practice in both its political and intellectual dimensions. Spring
Instructor(s): Wah Cheng
Offered in 2006–2007 and then every other year. Meets the following Gen Ed requirement(s):
Human Institutions & Behavior, Historical Perspectives

HIST 148 Communist China, 1949–1989 (1)
A critical examination of the history of the People’s Republic of China from its birth in 1949 to the student demonstration in Tiananmen Square in 1989. Topics include the historical context of China’s revolutionary upsurge in the 20th century, particularly the theory and practice of Chinese Communism in an epoch of imperialism and war, the founding of the People’s Republic and the early attempts at socialist reconstruction, the Cultural Revolution, the Deng era and the student demonstration in Tiananmen Square. Spring
Instructor(s): Wah Cheng
Offered in 2005–2006 and then every other year. Meets the following Gen Ed requirement(s):
Historical Perspectives

HIST 149 Colonial and Revolutionary America (1)
America in the 17th and 18th centuries, focusing on society and government in the English colonies in North America; the development of the Revolution; and the emergence of a new nation. Fall
Instructor(s): Marianne Sheldon
Offered in 2005–2006 and then every other year. Meets the following Gen Ed requirement(s):
Historical Perspectives, Multicultural Perspectives

HIST 151 African American History Since Emancipation (1)
A survey of the political and social history of African Americans since 1863: Reconstruction, the onset of de jure segregation, Garvyite nationalism, the Civil Rights and Black Power movements, and more recent developments. Throughout, the course will emphasize the struggle against racial oppression as well as the tension between racial solidarity and intra-group differences of class, gender, and region. Fall
Instructor(s): Andrew Workman
Offered in 2006–2007 and then every other year. Meets the following Gen Ed requirement(s):
Historical Perspectives

HIST 153 Traditional China (1)
An examination of traditional China from the times of Confucius to the maturing of Chinese absolutism in the Ming Dynasty (1368–1644). Our investigation is guided by the theme of how the Chinese (elite and commoners alike) addressed and negotiated with, in the realms of politics, culture and ideas, the growth and concentration of power in the imperial state throughout the ages. Spring
Instructor(s): Wah Cheng
Meets the following Gen Ed requirement(s):
Historical Perspectives

HIST 154 Modern China (1)
An examination of the major issues and events in modern Chinese history, from the Opium War to the founding of the People’s Republic, with special focus on the interweaving imperatives of reform and revolution in China’s quest for national rejuvenation and modernity. Fall
Instructor(s): Wah Cheng
Meets the following Gen Ed requirement(s):
Historical Perspectives
HIST 155 Modern Japan (1)
This course examines the major historical developments of modern Japan, from its reactions to the menace of the West in the 19th century to its celebrated and bitter triumphs of national formation in the 20th. Spring
Instructor(s): Wah Cheng
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s): Historical Perspectives

HIST 158 Growing Up in America (1)
A study of the changing roles and experiences of children within the family and society in America, from the colonial period to the 20th century. Fall
Instructor(s): Marianne Sheldon
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s): Historical Perspectives

HIST 160 History of Women in America (1)
The status and roles of American women, from the colonial period to the present. Demographic trends, family life, work, education, reform, race, and ethnicity will be considered. Spring
Instructor(s): Marianne Sheldon
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives, Women and Gender

HIST 169 (069/269) Men, Women and Travel: Tourism in Europe Since the Renaissance (1)
The nature of tourism and its practice, from Antiquity to the present, emphasizing the period from the middle of the 17th century, with the development of the terms ‘tourism,’ ‘picturesque,’ and ‘romantic.’ Focuses on similarities and differences in the experiences of men and women travelers through the many changes into the late 20th century, when women travel in ever-larger numbers and, for the first time, apply for more American passports than do men. Fall
Instructor(s): Bertram Gordon
Offered in 2006–2007 and then every other year. Offered in alternation with: HIST 111
Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Historical Perspectives, Women and Gender

HIST 173 Eastern Europe, the Russian Revolution, and Evolution of the European Union (1)
Focuses on the eastern European states that joined the European Union (EU) in 2004. Starting with the division of Europe into east and west after the defeat of the Hungarians in 955, we trace the development of serfdom in the east, the emergence of modern states after World War I, the Russian Revolution, Nazi-Soviet conflict, the Cold War, and its end in 1989–91. What kind of unity can we expect? Fall
Instructor(s): Bert Gordon
Meets the following Gen Ed requirement(s): Historical Perspectives

HIST 180 Special Topics in History (1)
Topics in history not offered in the regular curriculum. Taught by regular staff or visitors. Fall and Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s): Historical Perspectives
This course may be taken three times.

HIST 183 Advanced Seminar in History (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s): Historical Perspectives

HIST 189 History and Its Methods (1)
A seminar to develop historical skills including the analysis of sources, critiquing of historical literature, and definition of research projects. Themes vary. Spring
Instructor(s): Staff
Open to juniors and seniors only. Prerequisite(s): ENG 001 or consent of instructor; Junior or Senior standing; also open to graduate students.
Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication

HIST 190 Senior Thesis Seminar (1)
Students will write a thesis on the basis of research begun in History 189. Classwork includes oral presentations of work in progress. Fall
Instructor(s): Staff
Letter grade only. Prerequisite(s): HIST 189
Meets the following Gen Ed requirement(s): Historical Perspectives, Written Communication
Institute for Civic Leadership
510.430.2192

Faculty: Professional Interests

Ajuan Mance
• African American literature and cultural studies, 19th-century American literature, gender studies, African American art.

Paul Schulman
• Bureaucratic organizations and public policy-making; science, technology and public policy

Kristi Schutjer-Mance
• Women in politics, children’s law, youth development, democracy and education

ICL Advisory Committee

Joseph E. Kahne, PhD, Research Director and Faculty Sponsor, Institute for Civic Leadership and Professor of Education
Ajuan Mance, PhD, Assistant Professor of English
Paul Schulman, PhD, Professor of Government
Kristen Schutjer-Mance, JD, Director, Institute for Civic Leadership

The Institute for Civic Leadership promotes the civic and democratic purposes of education and sponsors programs and activities that advance the civic leadership capacities and commitments of women.

The semester program in civic leadership runs each fall semester and is open to women in their junior or senior year at Mills and colleges around the country.

The course of study combines discipline-based analysis of civic leadership and social policy with an internship in which students work on meaningful projects linked to public policy and social change.

Students examine the intellectual foundations of civic life and democracy while developing knowledge of the skills and strategies needed for civic leadership. Students learn to critically analyze social and political issues associated with their internships and more generally the ways academic knowledge can inform the design of desirable public policies.

Institute for Civic Leadership Program Requirements

The program is open to all academic majors. A separate application for admission is required.

The following courses are required and must be taken concurrently. Admission to the Institute for Civic Leadership is a prerequisite for all courses.

- WMST-ICL 181 Community Internship & Seminar (1)
- ENG-ICL 187 Civic Leadership and the Social Text (1)
- SOSC-ICL 185 Social Science, Civic Participation, and Democratic Change (1)

And an elective in the student’s academic major (1)
Courses

ICL 181 Community Internship and Seminar: Theory and Practice (1)
A supervised internship in a civic organization. An examination of theories on gender and of approaches to civic leadership. Students consider ways to expand their capacity for civic leadership and to promote community goals. **Fall**
Instructor(s): Kristen Schutjer-Mance
Letter grade only.
Open to undergraduates only.
Note(s): Must be a participant in ICL
Must be taken with: ICL 185, ICL 187

ICL 185 Social Science, Civic Participation and Democratic Change (1)
This course examines the relationship of civic participation to the strength and effectiveness of democratic institutions. It highlights declining civic participation and the challenges that poses for democratic society. Students also consider ways that elections, the media, schooling, unions, social service delivery, and policy analysis support and constrain a just and effective democracy. Perspectives on organizing and social change will be considered in light of the contexts surrounding field placements. **Fall**
Instructor(s): Joseph Kahne
Letter grade only.
Open to undergraduates only.
Note(s): Must be a participant in ICL.
Must be taken with: ICL 181, ICL 187

ICL 187 Civic Leadership and the Social Text (1)
This class explores ways that American writers have used their novels, poems, and essays to construct, challenge, and revise our understanding of the role of the civic leader in a democratic society. Authors may include Thomas Jefferson, Frederick Douglass, Margaret Sanger, Abbie Hoffman, Martin Luther King, Jr., Bell Hooks, Frances Harper, Ida B. Wells-Barnett, Catherine Beecher and Harriet Beecher Stowe, Malcolm X, Angela Davis, Abraham Lincoln, Cesar Chavez, W.E.B. DuBois, and Audre Lorde. **Fall**
Instructor(s): Ajuan Mance
Letter grade only.
Open to undergraduates only.
Note(s): Must be a participant in ICL.
Must be taken with: ICL 181, ICL 185
Intermedia Arts
510.430.3197

Faculty: Professional Interests

Steven Matheson
• Experimental video and film, interdisciplinary and collaborative art practices, installation art, conceptual art, performance

Jacques Servin
• The Yes Men, electronic arts, performance, video, and film

Faculty Who Teach Intermedia Arts

David Bernstein
• Theorist, musicologist, and author. Specialist in early twentieth-century tonal theory and analysis, twelve-tone theory, set theory, and the aesthetics of the avant-garde

Anna Valentina Murch
• Sculpture, installation, public art including collaborative and community processes

Pauline Oliveros
• Composition; the advancement of women in music and all the arts; and frog ponds

Maggi Payne
• Composer, performer, interdisciplinary artist, recording engineer, music editor, and creator of many works for electronic or visual media

June Y. Watanabe
• Multimedia dance performance/collaborations and choreography

The Intermedia Arts Program focuses on conceptual, critical and aesthetic explorations in artistic production, utilizing a variety of current technological means. In this program, students are encouraged to develop their own individual and diverse approaches to video, electronic, and digital arts. This artistic production is supported by the study of the history, criticism, and theory of these disciplines, with an emphasis on issues of representation, experimental approaches to art practice, changing notions of the performative, and the impact of technology on the way we understand, negotiate, and generate social space.

Attention is paid to the full range of technical options available to contemporary artists, and an understanding of the strengths and drawbacks of both “low-tech” and “high-tech” means. Within that context, students may utilize practices such as analog electronics, single-channel or installation video, web-based work, digital sound manipulation, image processing, interactive artworks, hypertext, simulation, and installation, and may explore their integration with more traditional art forms, including dance, performance, music, sculpture, photography, and painting.

Bridging departments in the Fine Arts Division, the Intermedia Arts Program aims to foster cross-fertilization and collaboration between disciplines, and to encourage artistic explorations that fall outside the boundaries of traditional modes of production.

Intermedia Arts Major
(13 course credits)

Required:
- IART 119 Electronic Arts
- IART 120 Advanced Electronic Arts
- IART 147 Video I
- IART 148 Video II
- IART 143 History of Intermedia and Electronic Arts
- MUS 161 (162) Sound Techniques of Recording

Senior Requirement:
- IART 191 Senior Seminar: Intermedia

And select 2 Media Theory/History credits from the following:
- ARTH 138 Contemporary Art
- ARTH 139 History of Performance Art
- DNC 165 20th-Century Dance
- IART 049 Challenges to Artistic Traditions
- LET 071 Classic to Contemporary Cinema
- LET 189 Seminar in Media Criticism
- MUS 101 20th-Century Styles and Techniques
- MUS 112 Cross-Currents in Rock Music
- MUS 121 Film Music: Mood and Meaning

And select 1 Collaboration/Performance credit from the following:
- DNC 034 Improvisation (.5)
- DNC 037 Introduction to Choreography (.5)
- DNC 170 Seminar in Interdisciplinary Collaboration (.5; 1.0)
- MUS 113 Intermedia Collaborations
- MUS 159 Seminar in Musical Performance, Composition, and Improvisation

And select 3 credits from the following, in conjunction with faculty advisor. (Electives may also be chosen from all courses listed above):
- ARTS 007 (107) Three-Dimensional Concepts
- ARTS 039 (139) Contemporary Photographic Concerns I
- DNC 005 (105)–006 (106) Contemporary Dance (.25)
- DNC 176 World Dance
Intermedia Arts Minor
The minor in Intermedia Arts consists of 6 course credits, with at least 1 course taken in each of the following categories: Electronic Arts, Video, Sound, Media Theory and History, Collaboration and Performance, and elective. All students pursuing the minor must take IART 119 (Electronic Arts), which may also be repeated once as an elective. The student has the option of choosing from a range of different courses to fulfill the rest of the requirement.

Select 1 course from each category:

**Electronic Arts**
IART 119 Electronic Arts
IART 120 Advanced Electronic Art

**Video**
IART 147 Video I
IART 148 Video II

**Sound**
MUS 047 (147) Introduction to Electronic Music
MUS 054 (154) Introduction to Computer Music
IART 161 (162) Sound Techniques of Recording
MUS 164 Advanced Audio Recording

**Theory History**
IART 143 History of Intermedia and Electronic Art
ARTH 138 Contemporary Art
ARTH 139 History of Performance Art

**Collaboration/Performance**
DNC 170 Seminar in Interdisciplinary Collaborations (.5; 1.0)
MUS 159 Seminar in Musical Performance, Composition, and Improvisation
IART 049 Challenges to Artistic Traditions
MUS 113 Intermedia Collaboration

**Electives**
ARTS 107 Three-Dimensional Concepts
ARTS 139 Contemporary Photographic Concerns I
DNC 034 Improvisation (.5)
DNC 037 Introduction to Choreography (.5)
DNC 005 (105), 006 (106) Contemporary Dance (.25)
DNC 165 20th Century Dance
DNC 176 World Dance
IART 141 Constructing the Technological “Other”
BOOK 113 The Form and Content of Books: New Directions
BOOK 130 The History of the Book
CS 062 Contemporary Computing
CS 111 Instruction to Computer Architecture
MUS 014 (114) Musics of the World: The Pacific, Asia, and India
MUS 015 (115) Musics of the World: Africa, the Mediterranean, and the Americas
MUS 163 The World of Opera
PSYC 134 Visual Thinking
SOC 128 Geographic Information Systems and Sociological Geography

**Courses**

**IART 113 Intermedia Collaborations (1)**
This interdisciplinary course is focused on late 20th century creativity, improvisation, and interactive media. Students from different arts disciplines will survey significant collaborative works and current technologies and engage in collaborative projects for live performance, internet broadcast, and other performance technologies. Students will also identify and interview Bay Area professional women in creative music, visual arts, literature, and theater and create a web site linked with the existing Bay Area Women in Creative Music web site. 

*Fall*
Instructor(s): Pauline Oliveros
Offered in 2006–2007 and then every third year.

**IART 119 (219) Electronic Arts (1)**
This studio course will take a broad look at the ways in which computers are affecting contemporary art-making. Through an investigation of history,
current discourses, and extensive applications of digital media, students will become familiar with basic operating systems, software, and peripheral devices, as well as underlying architectures that comprise the digital terrain. Students are expected to use some facet of computer technology in the completion of a final project. **Fall**

**Instructor(s):** Staff

**Limit 15 students.**

**Meets the following Gen Ed requirement(s):**

- Creating & Critiquing Arts

### IART 120 (220) Advanced Electronic Arts (1)

This studio course expands the exploration of digital media in contemporary art with an emphasis on time-based applications, interactivity, multimedia scripting, and the integration of computers into installations, environments, and performance. Students are expected to use some facet of computer technology in the completion of a final project. **Spring**

**Instructor(s):** Staff

**Limit 15 students.**

**Prerequisite(s):** IART 119

**This course may be taken three times.**

### IART 141 (241) Constructing the Technological ‘Other’ (1)

Humans, in our search for understanding, have constructed models of ourselves throughout history. Mechanical, figurative, responsive, and problem-solving, these models take on previously unimagined possibilities as they incorporate new technologies. This course presents introductory methods for building our own robots, automata, and artificial intelligences. Combining an exploration of these intriguing disciplines with contemporary art theory and practice, science fiction, and popular culture, each student will build on simple methods to create a unique technological ‘other.’ **Fall**

**Instructor(s):** Staff

**Limit 15 students.**

**Open to sophomores, juniors, seniors, and graduate students.**

**This course may be taken three times.**

### IART 143 (243) History of Intermedia and Electronic Art (1)

This course addresses the recent history of artworks that evolved out of experiments with technology. Enabled by the emergence of industrial, military, medical, digital, and electronic technologies, artists have persistently moved into these new realms of media, with the history of experimentalism providing aesthetic and conceptual continuity. Whether utopian or critical, theoretical or functional, these artworks present a fresh and challenging approach to technology resonant within the historical art context. **Spring**

**Instructor(s):** Steven Matheson/Staff

**Open to sophomores, juniors, seniors, and graduate students.**

**Offered in 2006–2007 and then every other year. This course may be taken two times.**

### IART 147 (247) Video I (1)

This course integrates video production with a critical examination of experimental video as an art form, political tool and social practice. Through substantial production projects, readings, screenings, analysis, and in-class discussions and critique, this course will explore contemporary issues in video. It is designed to introduce students to the technical and conceptual aspects of production and develop individual aesthetic, analytic and critical skills. **Fall and Spring**

**Instructor(s):** Steven Matheson/Staff

**Limit 12 students.**

**Offered in 2006–2007 and then every other year. This course may be taken two times.**

### IART 148 (248) Video II (1)

This course emphasizes the continued acquisition and refinement of individual aesthetic, conceptual, critical, and technical skills in video production and analysis. In addition to readings, screenings, and in-class discussions and critique, students are each required to conceive and complete a large-scale video production project which reflects their particular interests in the methods and modes of video practice. **Fall and Spring**

**Instructor(s):** Steven Matheson/Staff

**Limit 12 students.**

**Prerequisite(s):** IART 147

**Meets the following Gen Ed requirement(s):**

- Creating & Critiquing Arts

**This course may be taken three times.**

### IART 191 Senior Seminar: Intermedia (1)

This class provides a forum for the Intermedia Arts major to develop her critical skills and language as they relate to the articulation of ideas in Intermedia Arts. It helps senior students produce a body of work (including work that may incorporate a variety of artistic mediums) in preparation for the Intermedia Arts Senior presentations. This class also helps the student prepare for her portfolio for graduate school. **Spring**

**Instructor(s):** Staff

**Letter grade only.**

**Limit 14 students.**

**Open to seniors only.**

**Prerequisite(s):** IART 119 and IART 147
The study of international relations requires not only an understanding of the domestic politics of the nations of the world and their histories, cultures, and economic systems, but also, more importantly, how nations interact as they pursue their economic and security interests. This understanding requires skills beyond those available in other social science disciplines.

Majors in international relations examine the history and theories of international relations, how foreign policy is formulated in different political systems, the role of international organizations, and the impact of economic development on international relations. In addition to an introductory course, the major includes specific courses on American foreign policy, comparative foreign policy, and theories of international relations. Courses dealing with European democracies, communist and post-communist political systems, and developing nations in such regions of the world as the Middle East and Latin America also are offered.

Because an adequate knowledge of world politics demands an intimate understanding of foreign cultures, language studies represent an important component of the study of international relations, and expertise in a foreign language can, under most circumstances, be counted directly as credit toward the major.

Graduates in the major pursue varied careers in international business, international organizations, and government. Many pursue graduate study in such disciplines as international relations, business, and the law. Most importantly, graduates in international relations are well-informed citizens prepared to involve themselves in building a better future.

**International Relations Major**

**Required:**
- GOVT 016 Comparative Politics (1)
- GOVT 017 International Relations (1)
- GOVT 132 Theories of International Relations (1)
- GOVT 141 Politics of Developing Nations (1)

And select 1 course from the following:
- GOVT 021 The Public Policy-Making Process (1)
- GOVT 085 American Government (1)
- GOVT 101 Organizational Theory (1)
- GOVT 102 Administrative Behavior (1)

And select 5 elective courses from the following:
- GOVT 090 American Foreign Policy (1)
- GOVT 091 The United States and Latin America (1)
- GOVT 123 International Political Economy (1)
- GOVT 127 Comparative Foreign Policy (1)
- GOVT 131 Transitions to Democracy (1)
- GOVT 137 Comparative Politics of the Middle East and North Africa (1)
- GOVT 138 International Relations of the Middle East (1)
- GOVT 144 Latin American Politics (1)
- GOVT 145 Latin American Revolution and Revolutionary Movements (1)

**Note:** Completing the equivalent of 4 semesters of a foreign language may be substituted for 2 elective courses.
Journalism
510.430.2217

Faculty: Professional Interests

Ken Burke
• Film, communication theory, video production, script writing, social effects of mass media.

Sarah Pollock
• Newspaper and magazine writing and editing, creative nonfiction, environmental and social issues reporting and editing

Laurie Zimet
• Tort law, First Amendment/Constitutional law, business law, civil litigation.

Journalism, the gathering, examination, and publication of information vital to social discourse, is one of the oldest human traditions. In U.S. society, we value the open exchange of information so much that the practice of journalism is protected under the Constitution: freedom of the press is included in the First Amendment. Students who minor in journalism will explore the principles and practices of journalism while also engaging in an ongoing critical discussion about how news is shaped and whose stories are told. Students will study and practice reporting and editing techniques as well as develop a critical analysis of how the major media cover the news of the day.

Journalism Minor
(5 semester course credits)

Required:
ENG 072 (172) Journalism I (1)
ENG 073 (173) Journalism II (1)
ENG 159 Feature Writing (1) or
ENG 160 Writing for Magazines (1)
LET 189 Seminar in Media Criticism (1) or
SOC 138 Mass Communication Law

And select 1 course from the following:
ECON 101 Macroeconomic Theory
ECON 139 Urban Economics
ECON 153 Environmental Economics
ETHS 051 Introduction to Ethnic Studies
GOVT 085 American Government
GOVT 101 Organizational Theory
GOVT 116 Court Systems of the San Francisco Metropolitan Area
HIST 032 American History II
HIST 142 The Supreme Court
SOC 113 American Social Organization
SOC 123 Analysis of Social Structure
SOC 128 Geographical Information Systems and Sociological Geography
SOC 153 Sociology of Everyday Life
SOC 160 Political Sociology
Faculty: Professional Interests

Chris Brown
• Composition, electronic and computer music, improvisation, world music

Carlota Caulfield
• 20th century Spanish and Latin American poetry, the avant-garde, contemporary literature of Spain and Latin America, Hispanic-Jewish studies, Hispanic studies, Hispanic/Latino writers in the U.S.

Héctor Mario Cavallari
• Contemporary Latin American literature, Hispanic cultures, literary criticism, critical theory; Hispanic cinema, cultural studies

Anne Marie Choup
• Comparative politics, Latin American politics, politics of the developing world

Déborah Berman Santana
• Sustainable development; colonialism, development, and the environment; Latin America and the Caribbean; Latinas/os; peoples of color in the United States and beyond

The Latin American Studies program offers the student a variety of courses on the peoples, cultures, literature, music, history, politics and geography of Latin America and the Caribbean. It brings together disciplines that span the Social Sciences and the Humanities, and also touches the Fine Arts, in a cohesive plan of study. The program provides students with a broad understanding of this changing region.

The major offers a well-rounded introduction to Latin American culture, history, and politics along with providing students with Spanish speaking skills. The major combines a core of common courses dealing with Latin America and U.S. Latinos with a field of concentration of the student’s choosing and a closely supervised senior thesis. The minor gives an overview of culture, literature, history and politics, while allowing the student to emphasize the aspect of Latin American Studies most relevant to that student’s needs and interests.

Latin-American Studies Major
(12 semester course credits.)

Required Core Courses, 6 credits:
Three courses plus Language Requirement (2 courses), and Senior Thesis (1 course).

Background
ETHS 039 Raíces: Latin America and the Caribbean (1)
LET 131 Aspects of Hispanic-American Cultures (1)
GOVT 144 Latin American Politics (1)

Language requirement
Two courses in Spanish language (2)

Students who have achieved a Spanish proficiency level higher than fourth-semester college Spanish may fulfill this requirement by taking two courses taught in Spanish.

Senior thesis
The senior thesis will be read by a committee of three faculty members: a chair or primary reader (the student’s faculty advisor) and two secondary faculty readers. One of the other two committee members may be appropriate faculty not in the Latin American Studies program.

Distribution, 4 Courses

Historical/Political (2 courses)
Choose two from:
ETHS 158 Latino Immigration (1)
ETHS 159 History of Latinas/os in the U.S. (1)
GOVT 91 United States and Latin America (1)
GOVT 145 Latin American Revolutions (1)

Cultural (2 courses)
Choose two from:
LET 161 Women Writers of Spain, Latin America, and U.S. Latinas (1)
LET 166 National Literatures of Latin America (1)
LET 169 Hispanic Cinema (1)
LET 171 Fantastical Writings (1)
MUS 015 World Music: Africa, Europe, and the Americas (1)

Electives, 2 courses
Choose two additional upper-division courses in consultation with advisor.

Latin-American Studies Minor
(6 semester course credits.)

Required:
ETHS 039 Raíces: Latin America and the Caribbean (1)
LET 131 Aspects of Hispanic-American Cultures (1)
GOVT 144 Latin American Politics (1)

Choose 3 courses from the two distribution lists above; at least one course from each list.
Law, Preparation for the Study of
510.430.2338

Faculty: Professional Interests
Laurie Zimet
  • Constitutional Law/First Amendment, feminist jurisprudence, business law and civil litigation.

In advising a growing number of students who plan to enter law school, Mills College is guided by the Statement on Prelegal Education of the Association of American Law Schools. The Association recommends no specific major or courses, but stresses the development of basic skills and insights considered essential for legal competence. These faculties include perception and skill in the use of the English language, a critical understanding of the human institutions and values with which the law deals, and the development of creative powers of thinking, reasoning, and analysis.

The development of these fundamental capacities is not peculiar to any one subject matter area, department, or division. Rather, they are developed by an individual student through the purposeful and rigorous pursuit of whatever course of study best serves these objectives for her. The pre-law program is thus flexible in terms of courses and majors and should be planned with the student’s faculty advisor in light of her background and professional goals. Mills offers a law-related interdisciplinary major in political, legal, and economic analysis. The student may be referred for additional assistance to a faculty member who is knowledgeable about the profession.
Letters Division
510.430.2217

Faculty: Professional Interests

Ken Burke
• Film, communication theory, video production, scriptwriting, social effects of mass media.

Carol Jarvis
• Library reference; resources and methods

Elizabeth Siekhaus
• German culture and literature, German poetry and music, age of Goethe and European literature of the 19th century, interdisciplinary studies

Majors and minors are offered in the departments of English and Ethnic Studies. English also offers two graduate degrees: the Master of Arts degree in English and American Literature, and the Master of Fine Arts degree in Creative Writing.

Majors and minors are also offered in Comparative Literature, French and Francophone Studies, Latin American Studies, Literary and Cultural Studies, Spanish and Spanish American Studies, and Women’s Studies.

The division offers minors only in Book Arts, Film Studies and Journalism.

In addition, Letters offers required and elective courses for programs and departments outside the division including American Studies, Intermedia Arts, Political, Legal, and Economic Analysis (PLEA), and Public Policy.

Also see Comparative Literature, Literary and Cultural Studies, Film Studies, French and Francophone Studies, Spanish and Spanish American Studies. Divisional letters courses are all conducted in English. Students majoring in a foreign language are encouraged to do reading in the original language.

Courses

LET 009 Introduction to Comparative Literature (1)
This course covers works from different parts of the world, and from Antiquity to the contemporary age, to gain a multicultural understanding of the literary genres of poetry, prose, and drama. Hybridized genres such as cinema, oral performances, graffiti, and installations will be analyzed as contemporary expressions of ‘literacy.’ Authors include: Homer, Rushdie, T.S. Eliot, Sor Juana, and Wole Soyinka, and selections from the Bible, the Arabian Nights and the Jataka stories from India. Fall
Instructor(s): Christian Marouby
Offered in 2005–2006 and then every other year.

LET 010 Introduction to Literary Criticism (1)
A basic introduction to some of the most important contemporary schools of literary criticism: structuralism and post-structuralism; psychoanalytic and feminist criticism; Marxism and post-colonialism; hermeneutics, and reader-response theory. Primary focus on providing students with the concepts and arguments necessary for understanding literary criticism by showing the points of contact between ‘literature’ and ‘theory’ through a process of methodological plurality. Fall
Instructor(s): Christian Marouby
Prerequisite(s): ENG 001

LET 011 Introduction to Cultural Studies (1)
An introduction to the key concepts, theories and practices associated with the broad and diverse field of cultural studies. The course emphasizes issues and approaches relevant to the study of language, literature, and culture, and surveys some of the important debates taking place in cultural studies, especially those surrounding language, subjectivity, and cultural identity. Spring
Instructor(s): Mario Cavallari

LET 071 Classic to Contemporary Cinema (1)
Discussion of the aesthetics, critical values, techniques employed, and dynamics of foreign and American films from the 1890s to present, including American narrative, German Expressionism, Russian montage, French Realism, Italian Neo-Realism, various ‘new waves,’ varieties of ‘third world’ cinema, and recent films of all types. May include visits to commercial screenings in the Bay Area for the purpose of examining these concepts in action. Fall
Instructor(s): Ken Burke
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Historical Perspectives
LET 088 Visual Communication (1)
Light, space, motion, and time—the key elements of television, film, and graphic images—how they influence the viewer emotionally and psychologically and how media producers use them to create effective and aesthetically pleasing messages. The course also examines conditions of visual perception that influence the interpretation of pictorial material. Emphasis is on investigation of mass-communicated visual messages in the print, broadcast, and film media. **Fall**

Instructor(s): Ken Burke
Prerequisite(s): ENG 001 or consent of instructor
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Written Communication

LET 101 Library Resources and Methods (0.5)
Introduction to library research; use of printed works and electronic databases in the search for source material; individual project in the bibliography on a topic of the student’s choice. **Spring**

Instructor(s): Carol Jarvis

LET 106 (206) An die Musik: German Poetry and Music (1)
The relationship between music and German poetry from the 13th century to the present, climaxing in the 19th century lied. Analysis of texts and music through team-taught lectures, discussions, and performance. For the liberal arts curriculum, but may be an elective for the music major. **Spring**

Instructor(s): Elisabeth Siekhaus, Belle Bulwinkle
Offered in 2005–2006 and then every third year.
Offered in rotation with: LET 106, LET 143

LET 115 African and Caribbean Literatures (1)
A study of African oral tradition and its impact on written forms of literary expression. The course will focus on the political, literary, and cultural importance of the ‘nigritude’ movement and the Harlem Renaissance. Readings will be based on selected works by Caribbean, West and North African, and African American authors. **Fall**

Instructor(s): Brinda Mehta
Offered in 2005–2006 and then every third year.
Meets the following Gen Ed requirement(s):
Multicultural Perspectives, Women and Gender

LET 131 (231) Aspects of Hispanic-American Cultures (1)
Intellectual, social, and political factors will be considered in this critical examination of selected periods and aspects in the cultural formation of Hispanic peoples, from pre-Columbian America and early Spain to present-day cultural developments in Latin America and Hispanic communities in the United States. Theoretical grounding for the analysis of cultural production will also be provided. **Spring**

Instructor(s): H. Mario Cavallari
Open to sophomores, juniors, seniors, and graduate students.
Note(s): Consent of instructor needed for freshmen.
Meets the following Gen Ed requirement(s):
Multicultural Perspectives

LET 141 (241) Faust Through the Centuries (1)
An interdisciplinary study of the evolution of the Faust theme through four centuries in literature, music, on the stage, and in film, with emphasis on the discussion of literature. Consideration given to related theological, philosophical, and sociological questions. **Spring**

Instructor(s): Elisabeth Siekhaus
Offered in 2007–2008 and then every third year.
Offered in rotation with: LET 106, LET 143

LET 142 French and Francophone Women Writers (1)
A study of major French and francophone fictional and theoretical texts written by women in the 19th and 20th centuries. Focuses on the issues involved in the psychosexual and historical construction of gender and gender roles as reflected in the theory and practice of l’icriture feminine. **Fall**

Instructor(s): Brinda Mehta
Offered in 2007–2008 and then every third year.
Offered in rotation with: MLLF 132, MLLF 170
Meets the following Gen Ed requirement(s):
Multicultural Perspectives, Women and Gender

LET 143 (243) European Realism (1)
Literature in the wake of romanticism in its development towards naturalism. Readings will include German, Russian, French, and Scandinavian writers of the 19th century. **Spring**

Instructor(s): Elisabeth Siekhaus
Offered in 2006–2007 and then every third year.
Offered in rotation with: LET 106, LET 141
LET 147 Essays of the Self: The French Autobiographical Tradition (1)
An exploration of modes of subjectivity in the French literary tradition. Through major examples of autobiographical writing, we will examine the relationship between self-analysis, self-representation, and the constitution of the modern subject. Montaigne, Pascal, Rousseau, Chateaubriand, Stendhal, Sartre, Beauvoir, Laye, Barthes, Duras. Spring
Instructor(s): Christian Marouby

LET 148 (248) Contemporary French Theory (1)
Introduction to the most influential theoretical contributions of contemporary French thought, from structuralism to deconstruction and post-modernism. Selected writings from Levi-Strauss, Barthes, Foucault, Lacan, Derrida Lyotard, and others. Spring
Instructor(s): Christian Marouby
Offered in 2006–2007 and then every other year. Offered in alternation with: LET 149

LET 149 Post-Colonial Conditions: Contemporary Women’s Writings from Africa (1)
Exploration of contemporary social issues in Africa through the work of contemporary women writers from francophone and anglophone traditions, including Ken Bugul (Senegal), Flora Nwapa (Nigeria), Ama Ata Aidoo (Ghana), Nawal El Saadawi (Egypt), Bessie Head (Botswana), Farida Karodia (South Africa), Calixthe Beyala (Cameroon/France). Issues include women’s education, women and nation-building, female sexuality, spirituality, exile and expatriate writing, indigenous African feminisms, changing gender roles. Students will also be introduced to post-colonial theory. Spring
Instructor(s): Brinda Mehta
Offered in 2006–2007 and then every other year. Offered in alternation with: LET 115
Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender

LET 150 Reconfiguring South Asian Diasporic Identity (1)
A literary, theoretical, and cinematic exploration of how South Asian Diasporic communities in Britain, East and South Africa and the Anglophone Caribbean reconfigure themselves around “migrating” notions of race, class, gender, and nationhood. Issues discussed will include the tension between assimilation and cultural resistance, immigration and its impact on shifting gender ideologies, exile and historical rupture, and hybridized forms of cultural and literary production resulting from the inevitable “clash of cultures” Fall
Instructor(s): Brinda Mehta
Offered in 2005–2006 and then every other year.

LET 159 (259) Anthropology and Literature (1)
Exploration of the imaginary or speculative dimension of the Western vision of the primitive. Neither strictly scientific nor purely literary, the objective is to define the specular space between anthropology and literature in which Western civilization, from Antiquity to the present, has projected its (mis)conceptions, fascinations, and prejudices about those peoples it once called savages. Readings include texts by explorers and anthropologists, from Columbus’ travel narratives to Malinowski’s journals and Levi-Strauss’ Tristes Tropiques, as well as anthropological fictions, such as Rousseau’s second discourse, Freud’s Totem and Taboo, and Bachofen’s theory of Mother Right and its revival by contemporary feminists. Fall
Instructor(s): Christian Marouby
Offered in 2006–2007 and then every other year. Offered in alternation with: LET 148

LET 161 Women Writers of Spain, Latin America, and U.S. Latinas (1)
A study of major works written by Spanish, Latin American and U.S. Hispanic-Latina women writers who have come to prominence in the last fifty years, studied in the light of contemporary literary criticism. Focuses on issues of historical culture and identity. Spring
Instructor(s): Carlota Caulfield
Offered in 2006–2007 and then every other year. Offered in alternation with: LET 171
Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender

LET 166 National Literatures of Latin America (1)
The literary expression of a particular region through a variety of authors, genres, and periods, concentrating on literary accounts of historic events, political crises, and the phenomena of mass media and transculturation since the Thirties. Areas of study include the Caribbean (Cuba and Puerto Rico), Mexico, and the Cono Sur (Uruguay, Argentina, Chile). Fall
Instructor(s): Carlota Caulfield, H. Mario Cavallari
Offered in 2006–2007 and then every other year. Meets the following Gen Ed requirement(s): Historical Perspectives, Multicultural Perspectives
LET 168 (268) Women in the Cinema of Spain (1)
Analysis and discussion of films by or about
women and gender issues in the cinema of Spain.
Topics include gender roles, the woman as Other,
the construction of the female subject, women
in/and relations of power, traditional and canonical
representations of women’s social practices, and
the role of cinema in women’s practices of resist-
ance and critical opposition. Spring
Instructor(s): H. Mario Cavallari
Open to sophomores, juniors, seniors, and
graduate students.
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Women and Gender

LET 169 (269) Hispanic Cinema (1)
Structural and historical analysis of major expo-
nents in contemporary Hispanic film, including the
cinema of Latin America, Spain, and U.S. Spanish-
speaking communities. Drawing from both formal
and sociocultural models of description, the course
examines the film production of well-known
directors. A grounding in film theory is concur-
rently provided and developed throughout the
semester. Films in original language with English
subtitles. Fall
Instructor(s): H. Mario Cavallari
Open to sophomores, juniors, seniors, and
graduate students.
Meets the following Gen Ed requirement(s):
Multicultural Perspectives

LET 170 Film in American Society (1)
Focuses on relationships between popular arts,
audience needs and expectations, and socioeco-
nomic factors within a culture that sustain these
arts. Primary concerns will be: social and personal
myths of entertainment films, traditional roles of
heroes, how a superhero-archfiend spectrum
emerges for the major genres of American film.
Representative films will be screened and studied in
detail, analyzing their cinematic values, use of
the hero myth, and appeal in relation to historical
conditions. Spring
Instructor(s): Ken Burke
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

LET 171 (271) Fantastical Writings: 20th
Century Latin American Fiction (1)
The focus emphasizes short narrative texts which
designate ‘uncanny,’ ‘abnormal,’ and/or ‘extraordi-
ary’ experiences as a challenge to some of the
fundamental assumptions underpinning realist
fiction, and as a way to engage in critical consid-
eration of philosophical, literary, and other human-
istic questions. Topics include the nature of reality,
being and existence, time and space, death, humor,
the power of words and imagination, and the limits
of human knowledge. Spring
Instructor(s): H. Mario Cavallari
Offered in 2006–2007 and then every other year.
Offered in alternation with: LET 161

LET 180 Special Topics in Literature (1)
Exploration of themes and/or topics not offered as
part of the regular curriculum. Course content to
be determined by the instructor. May be repeated
for credit when topics differ. Fall and Spring
Instructor(s): Staff
Offered in 2006–2007 and then every other year.

LET 183 Advanced Seminar in Literature (1)
In-depth examination of and critical inquiry into a
specific subject through shared readings, discus-
sion, and written assignments. Course content to
be determined by the instructor. May be repeated
for credit when topics differ. Fall and Spring
Instructor(s): Staff

LET 189 Seminar in Media Criticism (1)
Critical approaches to the analysis of films and
television programs. The course examines such
diverse perspectives as Marxist criticism, feminist
criticism, and semiotics—the study of signs and
symbols. Students employ these methods in their
own analysis of media content. Special emphasis
on the development of standards of evaluation and
clear and well-reasoned critical writing. Spring
Instructor(s): Ken Burke
Limit 15 students.
Prerequisite(s): ENG 001 or consent of instructor
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Written
Communication

LET 191 Senior Thesis (1)
An independent research project that focuses on a
topic selected in consultation with the major advi-
sor. Normally completed in conjunction with a
regularly scheduled advanced literature course.
Fall and Spring
Instructor(s): Staff
Open to seniors only
Faculty: Professional Interests

Carlota Caulfield
• 20th-century Spanish and Latin American/U.S. Latino poetry; contemporary literature of Spain, Latin America, and the Caribbean; Hispanic cultures; Hispanic writers in the U.S.; the avant-garde.

Héctor Mario Cavallari
• Contemporary Latin American and Spanish literatures, Hispanic cultures, literary criticism, critical theory, Hispanic cinema

Christian Marouby
• 17th and 18th century French literature, contemporary critical theory, psychoanalysis, anthropology and literature.

Brinda Mehta
• 19th century French literature, psychoanalysis and feminist critical theories, Caribbean and African francophone literatures.

Elizabeth Siekhaus
• German culture and literature, German poetry and music, age of Goethe and European literature of the 19th century, interdisciplinary studies.

The major and minor incorporate cultural contents (representations in different kinds of texts such as film and popular culture), critical methodology, and contemporary concepts and theories of cultural study in conjunction with key notions for an understanding of cultural formations. These notions include historical, social, and political systems of power. The reflection on national and cultural identities and intellectual traditions, and the diversity of human thought and experience, are at the core of the critical enterprise of Cultural Studies.

Literature & Cultural Studies Major
(12 semester course credits)

Language requirement:
Completion of 2 years of study (College level IV or equivalent) in French or Spanish by the time of graduation.

Required:
LET 010 Introduction to Literary Criticism (1)
LET 011 Introduction to Cultural Studies (1)

Senior requirement:
LET 191 Senior Thesis (1)

And, in consultation with the major advisor, 7 upper-division credits chosen from Letters, FREN or SPAN courses.

In addition, select 2 electives from among courses in related disciplines.

Completion of 2 years of study in a second language offered at Mills or through cross-registration may be substituted for 2 upper-division credits.
Literature & Cultural Studies Minor
(6 semester course credits, which may include 2 language courses at the second-year level)

Language requirement:
Completion of 2 years of study (college level 4 or equivalent) in French or Spanish by the time of graduation.

Required:
- LET 010 Introduction to Literary Criticism (1)
or
- LET 011 Introduction to Cultural Studies (1)

And 2 courses in second-year language study (French III-IV or Spanish III-IV) or 2 upper-division courses offered in French or Spanish for students who have already achieved second-year language proficiency

And 3 upper-division course credits among Letters, FREN or SPAN courses.

Courses taught in English
For descriptions, see Letters or appropriate department

- LET 009 Introduction to Comparative Literature (1)
- LET 010 Introduction to Literary Criticism (1)
- LET 011 Introduction to Cultural Studies (1)
- LET 106 (206) An die Musik: German Poetry and Music (1)
- LET 115 African and Caribbean Literatures (1)
- LET 131 (231) Aspects of Hispanic-American Cultures (1)
- ETHS 039 Raíces (Roots): Latin America and the Caribbean (1)
- HIST 125 France: From the 1789 Revolution to the Present (1)
- LET 141 (241) Faust Through the Centuries (1)
- LET 142 French and Francophone Women Writers (1)
- LET 143 (243) European Realism (1)
- LET 148 (248) Contemporary French Theory (1)
- LET 149 Postcolonial Conditions: Contemporary Women’s Writings from Africa (1)
- LET 150 Reconfiguring South Asian Diasporic Identity (1)
- LET 159 (259) Anthropology and Literature (1)
- LET 161 Women Writers of Spain, Latin America, and U.S. Latinas (1)
- LET 166 (266) National Literatures of Latin America (1)
- LET 168 (268) Women in the Cinema of Spain (1)
- LET 169 (269) Hispanic Cinema (1)
- LET 171 (271) Fantastical Writings: 20th-Century Latin American Fiction (1)
Faculty: Professional Interests

Steven R. Givant  
• Logic and foundations of mathematics, model theory, general algebra, theory of relations

Barbara Li Santi  
• Computer science education, cognitive science, linear algebra

Zvezdelina Stankova  
• Algebraic geometry, combinatorics, Olympiad problem solving

Susan S. Wang  
• Design and analysis of algorithms, very large-scale integrated systems, parallel computation

In view of the pervasive roles that quantitative analysis and technology play throughout our society, a basic familiarity with the disciplines of mathematics and computer science has become an integral part of a liberal arts education. As a college for women, Mills recognizes the importance of encouraging women to study mathematics and computer science, and of providing them with the high-quality instruction they need to succeed in these disciplines. Encouraging mathematical and computer literacy, along with “hands-on” experience with computer systems, is part of the College’s continued effort to increase the analytical and technical competence of its women graduates.

Mathematics is an excellent field both for lifetime intellectual interest and for career preparation. Women are becoming increasingly prominent in the field. Recent presidents of both the American Mathematical Society and the Mathematical Association of America have been women. Mathematics also serves as an excellent basis for business, finance, engineering, sciences, teaching, actuarial work, and fields that need highly developed analytical skills (such as law).

Small, interactively taught classes provide students with an ideal environment for learning mathematics. The cross-registration program with UC Berkeley enables outstanding students to take advantage of a wide range of mathematics courses not usually available at a small college.

Note: The basic calculus sequence (047–048) begins in the fall. Students who need additional preparation before taking calculus should enroll in Pre-Calculus (003) along with a workshop (003L) in the fall; this course is prerequisite for, and leads directly into, first-semester Calculus (047) in the spring. To determine which basic sequence is appropriate, the student should take the self-placement quizzes offered by the department and consult with mathematics advisors. Students who plan to do further work in mathematics, science, or engineering are advised to continue the calculus sequence by taking linear Algebra (050) and Multivariable Calculus (049).

Before declaring a major in mathematics, a student must have completed Calculus I (047), Calculus II (048), and Linear Algebra (050). The grade in each of these courses should be at least a B-. Some exceptions may be allowed upon the recommendation of the department. Students required to declare a major before completing these courses may provisionally declare the mathematics major. The provisional declaration will be revoked if the student does not earn at least a B-in MATH 047, 048, and 050. Proficiency in basic logical and problem-solving skills, as determined by the instructor, is required for enrollment in advanced courses.

Mathematics Major  
(12 semester course credits)

Required:  
MATH 047-048 Calculus I and II (1; 1)  
MATH 049 Multivariable Calculus (1)  
MATH 050 Linear Algebra (1)  
MATH 141-142 Real Analysis I and II (1; 1)  
MATH 151-152 Abstract Algebra I and II (1; 1)

And select 4 courses from:  
MATH 006 Discrete Mathematics II (1)  
CS 064 Computer Concepts and Intermediate Programming (1)  
MATH 102 Probability and Statistics (1)  
MATH 104 Differential Equations (1)  
CS 125 Theory of Algorithms (1)  
CS 127 Linear Optimization (1)  
CS 128 Theory of Computation (1)  
MATH 154 Foundations of Geometry (1)  
MATH 160 Complex Analysis (1)  
MATH 181 Topics in Mathematics (1)

Note: May be repeated with different topics
Recommended:
PHYS 061–062 General Physics I and II with Laboratory (1.25; 1.25)
PHIL 051 Introduction to Logic (1)

Additional courses in Mathematics, Logic, and Computer Science, and a reading knowledge of French, German, or Russian, are useful.

Students intending to pursue graduate study are encouraged to give an oral presentation on an advanced topic.

Mathematics Minor
(6 semester course credits)

Required:
- MATH 047–048 Calculus I and II (1; 1)
- MATH 049 Multivariable Calculus (1)
- MATH 050 Linear Algebra (1)
- MATH 141 Real Analysis I (1)

And select 1 course from:
- MATH 102 Probability and Statistics (1)
- MATH 104 Differential Equations (1)
- CS 125 Theory of Algorithms (1)
- CS 127 Linear Optimization (1)
- CS 128 Theory of Computation (1)
- MATH 142 Real Analysis II (1)
- MATH 151–152 Abstract Algebra I and II (1; 1)
- MATH 154 Foundations of Geometry (1)
- MATH 160 Complex Analysis (1)
- MATH 181 Topics in Mathematics (1)

Mathematics Minor
(6 semester course credits)

Required:
- MATH 108 Linear Algebra (1)
- MATH 047–048 Calculus I and II (1; 1)
- MATH 049 Multivariable Calculus (1)
- MATH 141 Real Analysis I (1)

And select 1 course from:
- MATH 083 Probability and Statistics (1)
- MATH 101 Complex Analysis (1)
- MATH 104 Differential Equations (1)
- CS 125 Theory of Algorithms (1)
- CS 127 Linear Optimization (1)
- CS 128 Theory of Computation (1)
- MATH 142 Real Analysis II (1)
- MATH 151–152 Abstract Algebra I and II (1; 1)
- MATH 154 Foundations of Geometry (1)
- MATH 181 Topics in Mathematics (1)

Courses

MATH 001 Introduction to Mathematics (1)
Mathematical reasoning and problem solving. Emphasis on building mathematical intuition and analytical skills via simplification of problems and inductive discovery methods. Topics are selected from logic, number theory, set theory, geometry, probability, statistics, and graph theory. Fall
Instructor(s): Barbara Li Santi, Zvezdelina Stankova
Note(s): Intended for students with little technical background who wish to acquire a mathematical perspective or prepare for a more advanced course such as MATH 004. (Those taking MATH 001 in preparation for MATH 004 must enroll concurrently in MATH 003L)
Meets the following Gen Ed requirement(s): Quantitative & Computational Reasoning

MATH 003 Pre-Calculus (1)
A streamlined course designed to prepare students for the calculus sequence (MATH 047–048). Properties and graphs of elementary functions. Emphasis on developing conceptual understanding and problem-solving skills. Fall
Instructor(s): Steven Givant
Note(s): Concurrently, students must enroll in a pre-calculus lab, MATH 003L (1/2 credit), designed to strengthen their algebraic skills.
Meets the following Gen Ed requirement(s): Quantitative & Computational Reasoning

MATH 004 Discrete Mathematics I (1)
The Discrete Mathematics I–II sequence studies the fundamental mathematical ideas that are used in various disciplines of computer science. Emphasis is placed on problem-solving techniques. Topics are selected from: logic, Boolean algebra, proof techniques, such as mathematical induction and proof by contradiction, sums, sets and counting methods. Spring
Instructor(s): Barbara Li Santi, Susan Wang
Prerequisite(s): Strong background in high school mathematics and consent of instructor, or MATH 001 or MATH 003 and their associate workshop MATH 003L.
Meets the following Gen Ed requirement(s): Quantitative & Computational Reasoning

MATH 006 Discrete Mathematics II (1)
This course is a continuation of Discrete Mathematics I. Topics are selected from: functions, the Halting Problem, counting methods, probability, statistics, recursion, recurrence relations, graph theory, matrices, finite state automata, grammars, and languages. Fall
Instructor(s): Barbara Li Santi, Susan Wang
Prerequisite(s): MATH 004
MATH 047 Calculus I (1)
The Calculus I–II and Multivariable Calculus (MATH 049), are designed to build a solid foundation in calculus. Topics in Calculus I include: limits; continuity; derivatives, techniques for differentiation; linearization and differentials; the Mean Value Theorem; interpretations of derivatives in geometry and science; extreme values of functions, with applications to graphing and optimization problems in economics, life sciences, and physics; and an introduction to integrals.  
Fall and Spring
Instructor(s): Steven Givant, Zvezdelina Stankova  
Prerequisite: MATH 003 or high school equivalent.  
Meets the following Gen Ed requirement(s): Quantitative & Computational Reasoning

MATH 048 Calculus II (1)
This course is a continuation of Calculus I. Topics include: the notion of integral; the Fundamental Theorem of Calculus; techniques of integration, including substitution and integration by parts; numerical integration; concrete interpretations of the integral in geometry and science; applications of the integral to problems of measurement and of physics; improper integrals; infinite series and tests of convergence; the algebra and calculus of power series; and Taylor series approximations.  
Spring
Instructor(s): Steven Givant, Adam Lucas, Zvezdelina Stankova  
Prerequisite(s): MATH 047  
Meets the following Gen Ed requirement(s): Quantitative & Computational Reasoning

MATH 049 Multivariable Calculus (1)
The theory of calculus in higher dimensional spaces. Vector functions and scalar functions of several variables. The notions of derivative and integral appropriate to such functions. In particular, partial derivatives, gradient, multiple integration, extrema, and applications of these notions. Line and surface integrals, Green’s theorem, and Stoke’s theorem.  
Spring
Instructor(s): Steven Givant  
Prerequisite(s): MATH 048

MATH 050 Linear Algebra (1)
Matrix algebra and determinants, and the theory of vector spaces, including: the notion of subspace, independence, basis and dimension, linear transformations, and eigenvalues and eigenvectors. Applications to geometry, systems of linear equations, and the theory of approximations are given.  
Fall
Instructor(s): Barbara Li Santi, Steven Givant, Zvezdelina Stankova  
Prerequisite(s): MATH 047 and MATH 048

MATH 102 Probability and Statistics (1)
An introduction to the concepts and applications of probability and statistics, with a strong foundation in theory as well as practice, including the use of technology. Topics include fundamentals of probability, random variables, distributions, expected values, special distributions, sampling, tests of significance, statistical inference, regression, and correlation.  
Fall
Instructor(s): Staff  
Offered in 2006–2007 and then every other year.  
Offered in alternation with: MATH 104
Prerequisite(s): MATH 047 and MATH 048

MATH 104 Differential Equations (1)
Ordinary differential equations of first and second order as well as systems of such equations. More general techniques for finding solutions are developed gradually. Applications to physical and social sciences.  
Fall
Instructor(s): Steven Givant, Zvezdelina Stankova  
Offered in 2005–2006 and then every other year.  
Offered in alternation with: MATH 102
Prerequisite(s): MATH 050 and MATH 048

MATH 141 Real Analysis I (1)
The Real Analysis sequence is a rigorous presentation of the basic concepts of real analysis, including methods of proof used throughout mathematics, e.g. direct proof, proof by contradiction, and the method of induction. Topics for Real Analysis I include: the real number system, suprema and infima, and completeness; estimations and approximations; sequences, subsequences, and convergence; cluster points, limits of sequences, and the Bolzano-Weierstrass Theorem; Cauchy sequences; infinite series and the convergence tests; and power series.  
Fall
Instructor(s): Steven Givant, Zvezdelina Stankova  
Prerequisite(s): MATH 048
MATH 142 (242) Real Analysis II (1)
Continuation of Real Analysis I. Topics include:
elementary properties of functions of a single variable; local and global behavior of functions; continuity and limits; Intermediate Value Theorem; properties of continuous functions on compact intervals; Rolle’s Theorem, Mean Value Theorem, L’Hospital’s rule for indeterminate forms; linearization and applications to convexity; theory of Taylor polynomials; the Riemann integral; Fundamental Theorems of Calculus; improper integrals; and sequences and series of functions Spring
Instructor(s): Steven Givant, Zvezdelina Stankova
Prerequisite(s): MATH 141

MATH 151 Abstract Algebra I (1)
The Abstract Algebra sequence studies fundamental concepts concerning the abstract algebraic structures: groups, rings, fields, and vector spaces. Topics in Abstract Algebra I include: arithmetic and modular congruence in the integers and in polynomial rings; the Chinese remainder theorem; criteria for reducibility and irreducibility in polynomial rings over the rational, the real, and the complex numbers; the quotient of a polynomial ring; abstract rings, subrings, and ring homomorphisms and isomorphisms; ideals and quotient rings. Fall
Instructor(s): Steven Givant, Zvezdelina Stankova, Barbara Li Santi
Note(s): The instructor may waive the prerequisites for exceptional students.
Prerequisite(s): MATH 050 and MATH 141

MATH 152 (252) Abstract Algebra II (1)
Groups, subgroups, group homomorphisms and isomorphisms, Lagrange’s theorem, normal subgroups, quotient groups, fundamental group isomorphism theorems, symmetric and alternating groups, direct products, classification of finite abelian groups, integral domains, Euclidean domains, principal ideal domains, unique factorization domains, factorization of quadratic integers, the field of fractions of an integral domain. Additional topics: Sylow theorems, structure of finite groups, abstract vector spaces, subspaces, linear independence, bases, simple and algebraic field extensions, splitting fields, separability, finite fields. Spring
Instructor(s): Steven Givant, Zvezdelina Stankova
Prerequisite(s): MATH 151

MATH 154 (254) Foundations of Geometry (1)
A survey of various systems of geometry from a modern point of view, using techniques from algebra and logic. Possible topics include Euclidean geometry, non-Euclidean geometries (such as elliptic, hyperbolic, and parabolic geometry), affine geometry, projective geometry, and finite geometries. Spring
Instructor(s): Steven Givant, Zvezdelina Stankova
Offered in 2005–2006 and then every other year. Offered in alternation with: MATH 160
Prerequisite(s): MATH 050
Note(s): Prerequisite of MATH 050 may be waived by the instructor.

MATH 154 (254) Foundations of Geometry (1)
A survey of various systems of geometry from a modern point of view, using techniques from algebra and logic. Possible topics include Euclidean geometry, non-Euclidean geometries (such as elliptic, hyperbolic, and parabolic geometry), affine geometry, projective geometry, and finite geometries. Spring
Instructor(s): Steven Givant, Zvezdelina Stankova
Offered in 2005–2006 and then every other year. Offered in alternation with: MATH 160
Prerequisite(s): MATH 050
Note(s): Prerequisite of MATH 050 may be waived by the instructor.

MATH 154 (254) Foundations of Geometry (1)
A survey of various systems of geometry from a modern point of view, using techniques from algebra and logic. Possible topics include Euclidean geometry, non-Euclidean geometries (such as elliptic, hyperbolic, and parabolic geometry), affine geometry, projective geometry, and finite geometries. Spring
Instructor(s): Steven Givant, Zvezdelina Stankova
Offered in 2005–2006 and then every other year. Offered in alternation with: MATH 160
Prerequisite(s): MATH 050
Note(s): Prerequisite of MATH 050 may be waived by the instructor.

MATH 160 (260) Complex Analysis (1)
An introduction to the calculus of functions that have complex numbers as arguments and values. Topics include algebra and geometry of complex numbers; elementary functions of a complex variable; differentiation and integration of complex functions; Cauchy’s Integral Theorem; Taylor’s and Laurent’s (infinite) series for complex functions; residues; conformal mapping. Spring
Instructor(s): Steven Givant
Offered in 2006–2007 and then every other year. Offered in alternation with: MATH 154
Prerequisite(s): MATH 141

MATH 180 (280) Topics in Mathematics (1)
Offers topics that are not offered in the regular curriculum from the following fields: Algebra, Algebraic Geometry, Algebraic Logic, Analysis, Applied Linear Algebra, Combinatorics, Geometry, Linear Algebra, Mathematical Logic & Foundations of Mathematics, Number Theory, Representation Theory, and Topology. Fall
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning
This course may be taken two times.

MATH 183 Advanced Seminar in Mathematics (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Music  
510.430.2187

Faculty: Professional Interests

David Bernstein  
• Theorist, musicologist, and author. Specialist in early twentieth-century tonal theory and analysis, twelve-tone theory, set theory, and the aesthetics of the avant-garde

Chris Brown  
• Composer, electronic instrument-builder, pianist with specialization in improvisation and interactive electronic music for chamber ensembles and computer networks. Member of The Hub, a computer network band that has performed throughout the United States and Europe

Alvin Curran  
• Composition, Co-founder of Musica Elettronica Viva, solo performer and specialist in improvisation with natural sounds. Compositions include works for vocal and instrumental ensembles as well as large-scale environmental works.

Fred Frith  
• Composition and improvisation, 20th Century music, rock music.

Nalini Ghuman Gwynne  
• Nineteenth- and twentieth-century Western classical music, solo and chamber piano performance, Ethnomusicology (particularly North Indian vocal music and Celtic folk music), cultural studies, and postcolonial perspectives on musical Orientalism, Nationalism, and cross-cultural musical exchange

Steven Matheson  
• Experimental video and film, interdisciplinary and collaborative art practices, conceptual art, performance art

Maggi Payne  
• Composer, performer, interdisciplinary artist, recording engineer, music editor, and creator of many works for electronic or visual media.

The curricular emphasis of the music program is twofold:

First, in keeping with the liberal arts mission of the College, courses for non-majors not only expose students to a wide variety of styles and repertory, but also place musical activity within the broader context of intellectual history and global culture.

Second, the music department offers a unique undergraduate major in music that promotes a dynamic interaction between performance and improvisation, historical and theoretical studies, composition, and music technology. The music student at Mills also learns that Western musical culture is only one of the world’s many musical traditions—a fact accentuated by the cultural diversity of the Bay Area as well as its position on the Pacific Rim.

The music major revolves around a core curriculum of music history, theory, and performance that provides knowledge and skills basic to all musicians. In addition, music majors select 1 of 4 areas of emphasis: performance, theory/history, composition, or composition with an emphasis in media technology or electronic music. Performance students work with top San Francisco Bay Area musicians and perform in various musical groups, such as the Early Music, Performance Collective (Chamber), Vocal, Gamelan, Kongoese Drumming and Contemporary Performance Ensembles. Our program in composition provides undergraduate women the opportunity to assume roles in music technology, recording engineering, and composition that have traditionally been inaccessible to them.

All music students at Mills can also work at Mills’ Center for Contemporary Music, a world-renowned facility for electronic and computer music that has played an influential role in the development of contemporary musical culture and is an important link in a long tradition of musical innovation at Mills.

Finally, just as all musical activities should be interrelated, music should not be isolated from other disciplines in the arts, humanities, and sciences. The music department therefore offers several interdisciplinary courses and is committed to creating interdisciplinary programs that fit the needs of students with special interests.
Prospective students: please see the catalog Index entry under Music, Awards for reference to information regarding the Carroll Donner Commemorative Scholarship in Music and the Barbara Hazelton Floyd Scholarship.

Music Major
(14 semester course credits)

Undergraduate core (8 credits):
MUS 001 Exploring Music: Performance, Creation, and Cultural Practice (1)
MUS 005 Diatonic Harmony and Counterpoint I (1)
MUS 006 Diatonic Harmony and Counterpoint II (1)
MUS 056 Musical Form: Analysis and Performance (1)
MUS 101 20th-Century Styles and Techniques: 1900–1945 (1), or
MUS 102 20th-Century Styles and Techniques: 1945 to the Present (1)
MUS 118 Classic and Romantic Music (1)

And select 1 course from the following:
MUS 117 History of European Music to 1750 (1)
MUS 114 Musics of the World: The Pacific, Asia, and India (1)
MUS 115 Musics of the World: Africa, the Mediterranean, and the Americas (1)
Individual instruction in Performance (1), including at least 1 semester in:
MUS 027 (127)–035 (135) Performance Ensembles (.25)

Areas of specialization:
Besides completing the core program, the student, in consultation with her advisor, selects one of the following 4 areas of specialization:

Specialization in Performance:
MUS 137 Seminar in Music Literature and Criticism (1)
MUS 156 Tonal Analysis (1)
MUS 159 Seminar in Musical Performance, Composition, and Improvisation (1)
Plus three electives and a senior recital (with no more than 1 additional credit in individual instruction in Performance applied as an elective to the major requirements).

Specialization in Composition:
MUS 124 Contemporary Instrumentation and Orchestration (1)
MUS 159 Seminar in Musical Performance, Composition, and Improvisation (1)
Plus four electives and a senior project.

Specialization in Composition with an emphasis in Media Technology or Electronic Music:
MUS 147 Introduction to Electronic Music (1)
MUS 154 Introduction to Computer Music (1)
MUS 159 Seminar in Musical Performance, Composition, and Improvisation (1)
MUS 161 Sound Techniques of Recording (1)
MUS 164 Advanced Audio Recording (1)
Plus 1 elective and a senior project

Specialization in Theory/History:
MUS 117 History of European Music to 1750 (1) (Must be selected within the core curriculum)
MUS 137 Seminar in Music Literature and Criticism (1)
And select 1 course from the following:
MUS 148 Post-Tonal Theory and Analysis (1), or
MUS 156 Tonal Analysis (1)
Plus 4 electives and a senior project

Music Minor
(6 semester course credits)

Prerequisites
MUS 003 Musicianship I (May be waived by examination; does not count toward credit total)

Required:
MUS 005–006 Diatonic Harmony and Counterpoint I and II (1, 1)
MUS 056 Musical Form: Analysis and Performance (1)
MUS 118 Classic and Romantic Music (1)
And 2 credits Music electives, including at least .5 credit in Performance (individual instruction or ensemble).

Courses for non-majors
Music is an important component of a liberal arts education. The department offers courses specifically designed for non-majors each year. These courses are intended to help make the student a culturally informed and active participant in a wide variety of musical experiences. Students engaged in discourse about music also acquire verbal and analytical skills that will be useful throughout their scholarly and/or professional careers.

The core courses in the non-major curriculum—Music 001: Musical Performance, Creation, History, and Culture; Music 002: Music in Western Culture; and Music 014 and 015: Musics of the World—introduce a broad range of music and demonstrate that music is a part of a vast social, political, and intellectual perspective. These courses also concentrate on the development of the
nonmusician’s musical perceptions; students learn that the ability to understand and appreciate music, and even to participate in creative musical activity, is not the sole property of those with a formal musical training. Non-majors are also encouraged to enroll in several of our courses in electronic music and music technology: Music 047, Introduction to Electronic Music; Music 054, Introduction to Computer Music; and Music 161, Sound Techniques of Recording. Other courses designed for the non-major include Music 112: Cross-Currents in Rock Music; Music 121, Film Music: Mood and Meaning; Music 163, The World of Opera; Music 020, American Music; Fine Arts 049, Challenges to Artistic Traditions; and Music 170, African American Music: The Meaning and the Message.

The music department also offers individual instruction in voice and most instruments—even for beginners—and various musical ensembles that attract the College community, including the Performance Collective, Vocal Improvisation, Gamelan, Kongolese Drumming, and Early Music Ensembles.

Courses

**MUS 001 Exploring Music: Performance, Creation, and Cultural Practice (1)**
An introduction to music from the perspectives of performer, composer, improvisor, instrument-maker, and scholar. Music will be studied as a social art, as a performance practice, as acoustic architecture and as spontaneous creation, as historical artifact and as cultural signifier. Projects for the class include playing music, listening and analysis, composing, recording, and writing. No knowledge of music, notation, or instrumental skill is necessary. **Fall**
Instructor(s): Staff
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
- Creating & Critiquing Arts

**MUS 002 Music in Western Culture (1)**
An examination of selected U.S. and European musical literature in the context of the arts, culture, and society. Students study genres and styles from the Middle Ages to the present (chant, symphony, folk song and spiritual, opera, and electronic music), and consider how the evolution of instruments, musical forms, and performance practices reflects culture, time and place. The course aims to make more informed and engaged listeners for a wide range of musical experiences. **Fall**
Instructor(s): Staff
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Note(s): Designed for non-majors

**MUS 003 Musicianship I–IV (0.25)**
Musicianship I–IV provides practical training in basic musical skills including: 1) reading music notation; 2) understanding elementary music theory; 3) performing sight-singing, melodic, rhythmic and harmonic dictation; and 4) basic keyboard skills. **Fall and Spring**
Instructor(s): David Bernstein, Nalini Gwynne, Chris Brown, Staff.
Note(s): Students will be placed in one of four different groups to practice at the appropriate skill level, from beginning through advanced. Students must pass a proficiency test for level I to declare a Music Major, and must complete a proficiency test for level IV to graduate as a Music Major.
This course may be taken eight times.

**MUS 005 Diatonic Harmony and Counterpoint I (1)**
A study of melodic writing, elementary counterpoint, and diatonic harmony as practiced during the 18th and 19th centuries through analysis and the development of written and aural skills. Designed for music majors and non-majors who have a working knowledge of musical notation. **Fall**
Instructor(s): David Bernstein

**MUS 006 Diatonic Harmony and Counterpoint II (1)**
A study of melodic writing, elementary counterpoint, and diatonic harmony as practiced during the 18th and 19th centuries through analysis and the development of written and aural skills. Music majors must register concurrently for Musicianship II and III. Designed for music majors and non-majors who have a working knowledge of musical notation. **Spring**
Instructor(s): Chris Brown
Prerequisite(s): Equivalent of Music 005 or consent of instructor

**MUS 007 (057/107) Individual Instruction in Performance (0.25)**
Fall and Spring
Note(s): See individual lesson instructors in faculty roster.

**MUS 009 Individual Instruction in Voice (0.25)**
Fall and Spring
Note(s): See individual lesson instructors in faculty roster.
This course may be taken four times.

**MUS 014 (114) Musics of the World: The Pacific, Asia, and India (1)**
A survey of music from a variety of the world’s cultures providing a global perspective on music making. Music is studied as a phenomenon of
cultural evolution in order to discover concepts that bind musical cultures together, as well as to identify the features that characterize particular musical practices. Both art music and folk music traditions are examined. This course examines musics from Hawaii, Australia, Southeast Asia, China, Korea, Japan, and India. Fall
Instructor(s): Chris Brown
Open to undergraduates only. Offered in 2006–2007 and then every third year. Offered in rotation with: MUS 015, MUS 020
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives

MUS 015 (115) Musics of the World: Africa, the Mediterranean, and the Americas (1)
A survey of music from a variety of the world’s cultures providing a global perspective on music making. Music is studied as a phenomenon of cultural evolution in order to discover concepts that bind musical cultures together, as well as to identify the features that characterize particular musical practices. Both art music and indigenous folk music traditions are examined. This course surveys traditional music in Africa, the Mediterranean, and the Americas. Fall
Instructor(s): Chris Brown
Offered in 2007–2008 and then every third year. Offered in rotation with: MUS 014, MUS 020
Meets the following Gen Ed requirement(s): Creating & Critiquing Arts, Multicultural Perspectives

MUS 016 (116) Women and Creative Music (1)
A study of the contribution of women composers and performers to the evolution of creative music, with emphasis on the last hundred years. Fall
Instructor(s): Pauline Oliveros
Offered in 2005–2006 and then every other year.

MUS 020 (120) American Music (1)
Selected topics in the musical and cultural history of American music, with emphasis on the multicultural sources of American folk, popular, and art music traditions. This course concentrates on listening to, reading about, and writing on American music from literary, historical, cultural, and musical perspectives. For upper-division students, a more extensive musical analysis will be required, while lower-division and non-music majors will focus on the literary, historical, and sociological aspects of the music under discussion. Spring
Instructor(s): Chris Brown
Limit 18 students.
Offered in 2005–2006 and then every third year. Offered in rotation with: MUS 014, MUS 015

MUS 027 (127) Contemporary Performance Ensemble (0.25)
Undergraduate and graduate performers, as well as community musicians, are welcome in this multi-instrumental ensemble devoted to contemporary music of all persuasions, including intensive work on group improvisation, and the study and performance of a wide range of scores. Auditions for new members of the Ensemble will be held during the first Tuesday session in Fall and Spring. Fall and Spring
Instructor(s): Fred Frith/Steed Cowart
This course may be taken eight times.

MUS 028 (128) Gamelan Ensemble (0.25)
Learn the art of improvisation and chamber music in this traditional Indonesian percussion ensemble using the famed American gamelan built by composer Lou Harrison with William Colvig. All levels of musical expertise are welcome. Fall and Spring
Instructor(s): Lisa Gold
This course may be taken eight times.

MUS 029 (129) Kongoese Drumming (0.25)
Join Capoeira Angola drumming master Terry Baruti in the popular Kongoese drumming ensemble for beginning and skilled percussionists. Fall and Spring
Instructor(s): Terry Baruti
This course may be taken four times.

MUS 030 (130) Vocal Jazz Improvisation Ensemble (0.25)
The ability to sing in tune is required; an adventurous spirit is suggested. This class explores the boundaries of vocal ensemble through an array of improvisational exercises and “lesser-known,” yet expanded, jazz choral arrangements. Voice technique; ensemble blend and balance; jazz rhythms, song forms and scat-singing are also integral to this work which often yields greater personal and creative freedom. Informal group audition at the first rehearsal. Culminates in a “salon” performance. Fall and Spring
Instructor(s): Molly Holm
This course may be taken eight times.

MUS 031 (131) Performance Collective (0.25)
This is a class devoted to the practice and performance of vocal and instrumental chamber music from the Baroque era to the Twentieth Century. Through participation in weekly master classes given by Professor Nalini Gwynne and guest musicians, you will enhance your skills as a chamber musician, develop your interpretation of a variety of musical styles and periods, as well as prepare for, and perform in concerts held in Mills Hall and the Concert Hall. Fall and Spring
Instructor(s): Nalini Gwynne
This course may be taken eight times.
MUS 032 (132) Early Music Vocal Ensemble-Beginning (0.25)
The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is geared toward students and faculty who have not had much vocal or choral experience and have beginning sight-reading skills. **Fall and Spring**
*Instructor(s): Cindy Beitmen*
*This course may be taken eight times.*

MUS 033 (133/233) Early Music Vocal Ensemble-Intermediate (0.25)
The purpose of this vocal ensemble is to study and perform early music. Emphasis is on the musical styles and forms of the Middle Ages, Renaissance and Baroque periods. Students will develop their ability to perform in small ensembles and improve such aspects of singing as intonation, articulation, phrasing, balance, and interpretation. This course is designed for students and faculty with choral experience and sightreading skills who are interested in working on more advanced repertoire. **Fall and Spring**
*Instructor(s): Cindy Beitmen*
*Offered 2005–2006. This course may be taken eight times.*

MUS 034 (134/234) Early Music Instrumental Ensemble-Recorder (0.25)
The recorder ensemble invites both experienced and beginning recorder players to play 17th and 18th-century music. (The Music Department has some recorders available for loan to ensemble members.) **Fall and Spring**
*Instructor(s): Louise Carslake*
*Offered 2005–2006. This course may be taken eight times.*

MUS 035 (135/235) Early Music Ensemble-Baroque (0.25)
The ensemble brings players of strings, woodwinds, recorders, keyboard and singers together in playing 17th and 18th-century music. **Fall and Spring**
*Instructor(s): Louise Carslake*
*Offered 2005–2006. This course may be taken eight times.*

MUS 047 (147) Introduction to Electronic Music (0.5–1)
Introduction to the techniques and theory of electro-acoustic music, musique concrète, and basic recording techniques. Introduction to acoustics, the operation of standard analog electronic audio modules, and a survey of the compositional and artistic developments of the last 50 years. Hands-on experience in electronic music composition, recording, multi-tracking, signal processing, mixing, and creation of short compositions and studies using these resources. **Fall**
*Instructor(s): Maggi Payne*
*Limit 17 students. Note(s): Open to non-majors. No previous music experience is required.*
*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

MUS 049 Challenges to Artistic Traditions (1)
An interdisciplinary survey of the contributions of composers, writers, and artists who have challenged prevailing artistic traditions. Topics include studies of specific works from a variety of cultural and historical contexts and writings that discuss the meaning of tradition, modernism, experimentalism, and the avant-garde. Designed for non-majors, no previous training in music or any other fine arts discipline is necessary. **Fall**
*Instructor(s): David Bernstein*
*Offered in 2005–2006 and then every other year. Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

MUS 054 (154) Introduction to Computer Music (0.5–1)
Introduction to the theory, techniques, and literature of computer music, via a hands-on, practical studio approach. Course includes a music- and art-oriented guide to computers: their architecture, programming, data structures, real-time control, and input-output techniques. Students will learn basic programming techniques on computer music systems. In addition, the course includes a survey of developments in computer music, and special activities in and around the Center for Contemporary Music. **Spring**
*Instructor(s): John Bischoff*
*Note(s): No previous music or computer experience is required.*
*Meets the following Gen Ed requirement(s): Creating & Critiquing Arts*

MUS 056 Musical Form: Analysis and Performance (1)
An introduction to the analysis of musical forms, such as binary, rondo, sonata, theme and variations, fugal and concerto structures, involving further study of tonal and chromatic harmony. Repertory includes selections from major orchestral, keyboard, chamber, and vocal works of the 18th and 19th Centuries. Studies involve the import of analysis on performance practice, including the application
of analytical knowledge to the performance of keyboard, instrumental, and vocal repertoires. **Fall**

**Instructor(s):** Nalini Gwynne  
**Prerequisite(s):** MUS 006

**MUS 057 (007/107) Individual Instruction in Performance (0.25)**  
See individual lesson instructors in faculty roster.  
**Fall and Spring**

**MUS 059 Individual Instruction in Voice (0.25)**  
See individual lesson instructors in faculty roster.  
**Fall and Spring**  
*This course may be taken four times.*

**MUS 101 20th Century Styles and Techniques I: 1900–1945 (1)**  
This course provides students with a solid foundation in the history of 20th-century music from 1900 to 1945. It includes an introduction to the theoretical and analytical techniques associated with that repertory and supporting lectures on movements in the other arts and the intellectual history of the period. **Spring**

**Instructor(s):** David Bernstein  
**Offered in 2005–2006 and then every other year.**  
**Offered in alternation with:** MUS 102  
**Meets the following Gen Ed requirement(s):**  
Creating & Critiquing Arts, Historical Perspectives

**MUS 102 20th-Century Styles and Techniques II: 1945 to the Present (1)**  
This course focuses on major developments in 20th-century musical style and compositional techniques from the Second World War to the Present. It includes an introduction to the theoretical and analytical techniques associated with that repertory and supporting lectures on movements in the other arts and the intellectual history of the period. **Spring**

**Instructor(s):** David Bernstein  
**Offered in 2006–2007 and then every other year.**  
**Offered in alternation with:** MUS 101  
**Meets the following Gen Ed requirement(s):**  
Creating & Critiquing Arts, Historical Perspectives

**MUS 107 Individual Instruction in Performance and Composition (0.25–.5)**  
See individual lesson instructors in faculty roster.  
**Fall and Spring**  
*Note(s):* May be taken for .50 credits only during the last semester of the senior year in conjunction with preparation for the senior recital.  
**Prerequisite(s):** MUS 101 and MUS 159  
*This course may be taken four times.*

**MUS 109 Individual Instruction in Voice (0.25–.5)**  
See individual lesson instructors in faculty roster.  
**Fall and Spring**

**Instructor(s):** Staff  
**Note(s):** May be taken for .50 credits only during the last semester of the senior year in conjunction with preparation for the senior recital.

**MUS 111 (211) Improvisation Workshop (1)**  
This course will offer practical experience of non-idiomatic or pan-idiomatic improvisation in small and large group contexts. Emphasis will be on listening, understanding social structures and how they affect improvisation, basic ear-training to improve rhythmic and melodic skills, and building self-confidence. Students should have at least intermediate instrumental or vocal skills. **Fall**

**Instructor(s):** Joelle Leandre  
**Instructor consent required.**  
**Open to sophomores, juniors, seniors, and graduate students.**  
**Offered in 2006–2007 and then every other year.**

**MUS 112 Cross-Currents in Rock Music (1)**  
This seminar examines the vitality of rock music from musical and sociohistorical perspectives. It includes an overview of the reciprocal relationship between rock and contemporary art music and an assessment of the cross-fertilization between rock, jazz, and world music. It also addresses the impact of new music technologies on traditional music in North Africa and India, and the links between musical innovation and cultural identity in rock music of Quebec, Eastern Europe, and Japan. **Spring**

**Instructor(s):** Fred Frith  
**Open to undergraduates only.**  
**Offered in 2006–2007 and then every other year.**  
**Note(s):** graduates may participate at the discretion of the instructor  
**Meets the following Gen Ed requirement(s):**  
Creating & Critiquing Arts, Historical Perspectives, Multicultural Perspectives

**MUS 114 (014) Musics of the World: The Pacific, Asia, and India (1)**  
See MUS 014 in Music.

**MUS 115 (015) Musics of the World: Africa, the Mediterranean, and the Americas (1)**  
See MUS 015 in Music.

**MUS 116 (016) Women and Creative Music (1)**  
See MUS 016 in Music.
MUS 117 History of European Music to 1750 (1)
A survey of music and music making from early Christian chant to the late baroque period, ending with the music of J.S. Bach. Emphasis is placed on the study of musical forms and compositional and performance styles through the examination of a broad range of musical repertory and readings in music history and performance practice. The course will also consider the larger cultural context for music making. Fall
Instructor(s): Sandra Soderlund
Offered in 2006–2007 and then every other year.
Note(s): Designed for music majors and non-majors with a working knowledge of musical notation. Strongly recommended for all students intending to pursue graduate studies in music. Prerequisite(s): MUS 005

MUS 118 Classic and Romantic Music (1)
A survey of music and music making from 1750 to 1914. Emphasis on the study of the major musical genres—especially the symphony, sonata, character piece, chamber music, song, opera and music drama—and compositional styles from Haydn and Mozart to post-Romanticism. The course examines a wide selection of musical repertory, readings in music history and performance practices, analysis of selected works, and a consideration of the broader cultural context for music making. Spring
Instructor(s): Nalini Ghuman Gwynne
Note(s): Designed for music majors and non-majors with a working knowledge of musical notation; open to seniors and graduate students without musical background who wish to conduct interdisciplinary research. Prerequisite(s): MUS 006
Recommended Course(s): MUS 056

MUS 119 (219) Performance Practice of Baroque and Classical Music (1)
A study of historical performance practices of baroque and classical music, with emphasis on both research and performance. A survey of the musical forms and compositional and performance styles of each period through music examples and source readings. Small ensemble work with class performances and guest lectures by prominent early music specialists. The course concludes with a final concert. Fall
Instructor(s): Sandra Soderlund
Offered in 2007–2008 and then every other year. Offered in alternation with: MUS 117

MUS 120 (020) American Music (1)
See MUS 020 in Music.

MUS 121 Film Music: Mood and Meaning (1)
An overview of the use of music in international cinema, from silent film to current emphasis on the use of popular songs, and through them the manipulation of shared memory. We’ll examine the development of sound ‘conventions’ through which we recognize what is about to happen and how we’re expected to feel; the development of film music style; and the current prevalence of ‘sound design’ and how it has shifted the film industry’s gender demographic. Spring
Instructor(s): Fred Frith
Open to juniors and seniors only. Offered in 2005–2006 and then every other year. Offered in alternation with: MUS 112
Note(s): graduates by consent of instructor only

MUS 124 (224) Contemporary Instrumentation and Orchestration (1)
Historical, analytical, and practical study of instrumentation and orchestration, with emphasis on gaining advanced facility in writing for the orchestral instruments. The course surveys fundamental and advanced techniques for writing for each instrument. The course also covers the basics of score reading, notation, and copying. Focus will be on instrumentation and orchestration from the standpoints of 20th-century and world musics. Students are required to turn in several small and one large orchestrational assignment, as well as analytical projects. Spring
Instructor(s): Alvin Curran
Offered in 2006–2007 and then every other year.

MUS 125 Workshop in Performance and Literature (0.5–1)
Fall and Spring
Instructor(s): Visiting Artist

MUS 127 (027) Contemporary Performance Ensemble (0.25)
See MUS 027 in Music.

MUS 128 (028) Gamelan Ensemble (0.25)
See MUS 028 in Music.

MUS 129 (029) Kongolese Drumming (0.25)
See MUS 029 in Music.

MUS 130 (030) Vocal Jazz Improvisation Ensemble (0.25)
See MUS 030 in Music.

MUS 131 (031) Performance Collective (0.25)
See MUS 031 in Music.

MUS 132 (032) Early Music Vocal Ensemble-Beginning (0.25)
See MUS 032 in Music.
MUS 133 (033/233) Early Music Vocal Ensemble-Intermediate (0.25)
See MUS 033 in Music.

MUS 134 (034/234) Early Music Instrumental Ensemble-Recorder (0.25)
See MUS 034 in Music.

MUS 135 (035/235) Early Music Ensemble-Baroque (0.25)
See MUS 035 in Music.

MUS 137 Seminar in Music Literature and Criticism (1)
This seminar is devoted to the intensive examination of a major topic in musical literature (recent topics include Beethoven, chamber music literature, Wagner’s music dramas, and music and culture in fin-de-siècle Vienna), with exploration of appropriate research methods and bibliographical resources. Students are free to choose a focus for their research depending on their individual emphasis, whether historical studies, analysis, compositional style, or performance practice. Emphasis on developing advanced skills in oral and written communication. Fall
Instructor(s): Nalini Ghuman Gwynne
Open to graduate students only.
Note(s): The senior project may be completed in conjunction with this seminar for students with an emphasis in history/theory.
Prerequisite(s): MUS 056 and MUS 118
This course may be taken two times.

MUS 147 (047) Introduction to Electronic Music (0.5–1)
See MUS 047 in Music.

MUS 148 (248) Post-Tonal Theory and Analysis (1)
An intensive study of theoretical issues associated with music from the early 20th century to the most recent experimental works. Emphasis is placed on developing and learning analytical methods and compositional techniques applicable to post-tonal music (such as pitch-class sets, centricity and important referential collections, invariance, combinatoriality, and integral serialism). The structure of the course may vary from a focus on a specific analytical method to analyses of a series of works approached through different theoretical perspectives. Spring
Instructor(s): David Bernstein
Offered in 2005–2006 and then every other year.
Offered in alternation with: MUS 156

MUS 154 (054) Introduction to Computer Music (0.5–1)
See MUS 054 in Music.

MUS 156 (256) Tonal Analysis (1)
An intensive study of a single analytical method or a comparative survey of various 20th-century analytical techniques, such as Schenkerian analysis, Schoenbergian tonal theory, and Lehrdahl and Jackendoff’s generative theory for tonal music, as applied to a selection of tonal music. Readings from older treatises may also serve as possible guides to analysis and the formulation of historically tempered analytical methodologies. Fall
Instructor(s): David Bernstein
Offered in 2006–2007 and then every other year.
Offered in alternation with: MUS 148

MUS 157 (257) Seminar by Visiting Professor (0.5–1)
Fall and Spring
Instructor(s): Visiting Professor
Open to undergraduates only.

MUS 159 (259) Seminar in Musical Performance, Composition, and Improvisation (1)
A seminar in creative music making and improvisation for composers, performers, including students from other disciplines. Emphasis is placed on developing individual styles in composition and performance. Students work individually and collaboratively. Interdisciplinary collaborations are highly encouraged. Improvisation across disciplines is part of this exploration. We also evaluate compositions and interdisciplinary works from the last 30 years. The senior project may be completed in conjunction with this seminar. Fall
Instructor(s): Maggi Payne
Limit 15 students.
Open to sophomores, juniors, seniors, and graduate students.
Note(s): Open to non-majors with permission of instructor
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

MUS 160 (260) Composition Practicum (0.5)
Biweekly private instruction in composition. Fall and Spring
Instructor(s): Pauline Oliveros, Alvin Curran, Fred Frith, Chris Brown
Note(s): For advanced undergraduates, with permission of instructor.
Prerequisite(s): MUS 101 and MUS 159
This course may be taken two times.
MUS 161 (261) Sound Techniques of Recording (1)
This course in recording engineering covers basic acoustics, the design and use of microphones, mixing consoles, tape machines (analog and digital), compressors, limiters, equalizers, reverb units, noise reduction and other peripheral equipment. Students will become proficient in our professional recording studios. May be taken two times for credit. No previous music experience is required. Fall and Spring
Instructor(s): Maggi Payne
Limit 17 students.
Note(s): Enrollment priority to upper-level music majors, graduate students in music, upper-level Intermedia Arts majors, then other upper-level students.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts
This course may be taken two times.

MUS 163 The World of Opera (1)
An interdisciplinary seminar that applies the methods and critical perspectives of various disciplines, including musicology, literary and film criticism, intellectual history, women’s and gender studies, and ethnic studies, to the study of opera. Presentations by guest lecturers, attendance at one production of the San Francisco Opera. Guided research encourages the student to engage in original critical work on opera from the perspective of her major or other field of interest. Fall
Instructor(s): Staff
Note(s): No previous study of music required.
Prerequisites: Junior or senior status; sophomores with permission of instructor.

MUS 164 (264) Advanced Audio Recording (1)
This course will concentrate on the 24-track recording studio, utilizing multi-track recording and overdubbing, advanced microphone, equalization and compression techniques, mixing and the use of digital signal processors. Digital recording and editing will also be covered, as well as CD-burning techniques. Prerequisites: Music 161 or 162 or consent of instructor. No previous music experience is required. Spring
Instructor(s): Maggi Payne
Limit 17 students.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): Music 261, 262.
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts

MUS 170 African-American Music: The Meaning and the Message (1)
This course is an exploration through discussion into the ideology of ‘African American’ music, encouraging participants to reflect on how and why this music came to be so labeled. We will concentrate on pivotal periods in the evolution of this concept—highlighting the Harlem Renaissance and the black nationalism movement and their influence on America and world cultures. Spring
Instructor(s): India Cooke

MUS 180 Special Topics in Music (0.5–1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
This course may be taken two times.

MUS 183 Advanced Seminar in Music (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Mills offers a Pre-nursing Program, in conjunction with Samuel Merritt College, which provides specific training in nursing. The program consists of two years of general education and basic science courses taken at Mills, followed by two years of nursing theory and clinical experience offered at Samuel Merritt College. Completion of the combined program leads to a Bachelor of Science degree in Nursing.

The pre-nursing portion of the program provides students with a strong foundation in the natural and social sciences, and it fosters exploration of the fine arts and letters. This program consists of a total of 17 course credits. Students who complete their academic work at Mills with a 3.0 grade point average and attain a specified, minimum score on the Nurse Entrance Test (NET) are guaranteed admission to the professional portion of the program at Samuel Merritt College.

**Faculty: Professional Interests**

**John Brabson**
- Pine genomics, microbial metabolism, lipid biochemistry

**Lisa Urry**
- Developmental biology, Cell-cell and cell-extracellular matrix interactions

**Pre-Nursing (17 semester course credits):**
- ENG 001 Critical Reading and Expository Writing (1)
- COLL 005 Information Literacy (0)
- BIO 041 Introductory Microbiology with Laboratory (1.25)
- PSYC 049 Fundamentals of Psychology (1)
- SOC 055 Introduction to Sociology (1)
- CHEM 039 Principles of Organic Chemistry and Biochemistry with Laboratory (1.25)
- PSYC 140 Life-Span Developmental Psychology (1)
- PHIL 062 Ethics or
- PHIL 009 Introduction to Philosophy (1)
- BIO 000 Human Physiology with Laboratory (1.25)
- PSYC 084 Analytical Methods in Psychology (Statistics) or
- ECON 081 Introduction to Statistics (1)
- HIST 011 The West and Its Cultural Traditions I or
- HIST 012 The West and Its Cultural Traditions II or
- HIST 031 American History I or
- HIST 032 American History II (1)
- BIO 000 Human Anatomy with Laboratory (1.25)
- NATSCI 000 Nutrition (1)
- SOSC 000 Interpersonal Communication (1)
Creation and Criticism in the Arts (1):
ARTH 018 Introduction to Western Art or
ARTH 019 Art of the Modern World or
ARTH 081 Introduction to Asian Art: India and the Himalayas or
ARTH 082 Introduction to Asian Art: China
(or another Art History course with the consent of instructor) or
MUS 001 Exploring Music: Performance, Creation, and Cultural Practice or
MUS 014 Musics of the World: The Pacific, Asia, and India or
MUS 015 Musics of the World: Africa, the Mediterranean, and the Americas

Multicultural Perspectives (1):
ANTH 058 Cultural Anthropology or
ETHS 039 Raices (Roots): Latin America and the Caribbean or
ETHS 042 Ethnicity and Environment in California or
ETHS 051 Introduction to Ethnic Studies or
ETHS 052 African American Women’s History or
ETHS 139 Asian/Pacific American Women Writers or
ETHS 150 Womanist Theory or
ETHS 157 Race, Gender and the Criminal Justice System or
ETHS 172 American Indian Women in the U.S. or
HIST 160 History of Women in America or
MUS 014 Musics of the World: The Pacific, Asia, and India or
MUS 015 Musics of the World: Africa, the Mediterranean, and the Americas
(or any other course approved to meet the Multicultural Perspectives requirement, with the consent of the academic advisor)

Women and Gender (1):
ANTH 161 Cross-Cultural Perspectives on Women or
ENG 158 Contemporary Fiction by Women or
ETHS 052 African American Women’s History or
ETHS 139 Asian/Pacific American Women Writers or
ETHS 150 Womanist Theory or
ETHS 157 Race, Gender and the Criminal Justice System or
ETHS 172 American Indian Women in the U.S. or
WMST 071 Introduction to Women’s Studies or
WMST 094 Feminist Social Ethics or
LET 115 African and Caribbean Literatures or
HIST 160 History of Women in America or
SOSC 120 Women and the Law
(or any other course approved to meet the Women and Gender requirement, with the consent of the academic advisor)
Philosophy
510.430.2338

Faculty: Professional Interests
Marc A. Joseph
• Philosophy of mind and language, philosophy of logic and mathematics, metaphysics, history of philosophy

Elizabeth Potter
• Epistemology, philosophy of science

Philosophy is the systematic and reasoned study of fundamental ideas in all dimensions of human life. Philosophy students examine the nature of human values, the scope and limits of human knowledge, and our most basic assumptions about reality in courses devoted to specific fields, such as ethics, the theory of knowledge, political philosophy, logic, and aesthetics, as well as in courses devoted to the history of philosophy. Classes are small, allowing for intensive examination of philosophical ideas and a high degree of interaction among students and faculty.

The student majoring in philosophy develops her abilities to analyze problems and evaluate their solutions, to distill complex data, to organize ideas and issues, and to communicate clearly and persuasively. The study of philosophy provides a broad acquaintance with some of the greatest achievements of human civilization, and it is an excellent preparation for many professional careers, especially law, business, teaching, medicine, journalism and public administration. Recent Mills graduates in philosophy have gone on to postgraduate studies in law, literature, the sciences and the fine arts, as well as in philosophy.

Philosophy Major
(10 semester course credits)

Required:
PHIL 051 Introduction to Logic (1)
PHIL 062 Ethics (1)
PHIL 081 (181) Ancient Philosophy (1)
PHIL 082 (182) Early Modern Philosophy (1)

Please note that Philosophy majors are encouraged to take Ancient Philosophy and Early Modern Philosophy for upper division credit.

Senior requirement:
PHIL 191 or 192 Advanced Seminar (1)

And select 5 upper-division Philosophy courses in consultation with the Philosophy faculty.

Philosophy Minor
(5 semester course credits)

Required:
PHIL 051 Introduction to Logic (1)
PHIL 062 Ethics (1)
PHIL 081 (181) Ancient Philosophy (1) or
PHIL 082 (182) Early Modern Philosophy (1)

And select 2 upper-division Philosophy courses in consultation with the Philosophy faculty. Please note that Philosophy minors are encouraged to take Ancient Philosophy or Modern Philosophy for upper division credit.

Courses

PHIL 009 Introduction to Philosophy (1)
A critical examination of works by classical and contemporary philosophers and the questions they raise. Topics vary, but include the problem of social organization and the nature of justice; the scope and limits of human knowledge; the fundamental nature of the cosmos; the concepts of art and beauty; and the Socratic question: What is the best kind of life for a human being to lead? Fall

Instructor(s): Staff
Open to undergraduates only.
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
Human Institutions & Behavior, Written Communication

PHIL 025 Political Philosophy (1)
An examination of fundamental concepts and issues in political theory, such as the relationship between power and justice, the nature of freedom and obligation, and the relationship between the individual and the community. Attention is given to contemporary concerns such as race and gender. Spring

Instructor(s): Staff
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
Human Institutions & Behavior, Written Communication
PHIL 044 (144) Language, Meaning, and Understanding (1)
A critical examination of fundamental questions about the nature of communication and language, with special attention paid to the concepts of meaning and linguistic understanding. Topics covered include the social character of language, the relation between meaning and use, the nature of truth and reference, the concept of rule and convention, the nature of metaphor and the interdependence of thought and language. Fall
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
Written Communication

PHIL 051 Introduction to Logic (1)
An introduction to the study of inference and truth. Topics covered include modeling natural language arguments in formal languages of increasing strength, such as Aristotle’s theory of categorical propositions, sentential logic and predicate logic; constructing and testing arguments using different proof procedures, such as natural and axiomatic deduction systems and Venn diagrams; and elementary metalogical results, including the soundness and completeness of fragments of first-order logic. Spring
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning

PHIL 060 Philosophy of Religion (1)
An introduction to metaphysical and epistemological issues associated with theism. Topics covered include the contrast between theistic and atheistic explanations of natural phenomena; the existence and attributes of God, such as omnipotence, omniscience, goodness and timelessness; the problem of evil; mysticism and religious experience; the relation between faith and reason; and the problem of how we can speak meaningfully of God using human language. Fall
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
Historical Perspectives, Written Communication

PHIL 062 Ethics (1)
An introduction to the problems of moral philosophy. Moral precepts, moral reasoning, human rights, the justice of institutions, and determinism versus free will are the main topics covered. Spring
Instructor(s): Staff
Open to undergraduates only.

PHIL 063 Environmental Ethics (1)
A critical introduction to theories of value of the natural world. Topics include the relation between scientific and moral principles; theories of the moral worth of persons, animals, plants and other natural objects; historical and cultural influences on conceptions of nature; alternative accounts of human relationships and responsibilities to nature, including deep ecology and ecofeminism; and the connection between moral and political values and economic policies. Fall
Instructor(s): Staff
Open to undergraduates only.
Offered in 2005–2006 and then every other year.

PHIL 079 (179) Chinese Philosophy (1)
An introduction to the history and development of classical Chinese philosophy. The focus is on major figures in the Confucian and Daoist traditions, including Confucius, Mencius, Xunzi, Laozi, and Zhuangzi. Topics include the Confucian doctrine of moral self-cultivation and its critique by Mohist and Daoist philosophers, the Daoist concept of spontaneity, the debate between Mencius and Xunzi over the character of human nature, and the role of historical and social forces in shaping Chinese philosophy. Spring
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Note(s): Enrollment for upper division credit only requires permission of instructor.
Meets the following Gen Ed requirement(s):
Historical Perspectives, Written Communication

PHIL 081 (181) Ancient Philosophy (1)
History of European philosophy from the pre-Socratics through the Stoics, with primary emphasis on Plato and Aristotle. Topics include the relation of philosophy to mythology; early scientific speculation on the origin of the cosmos; the problem of the One and the Many; Socratic irony; Platonic and Aristotelian theories of the Forms; the nature of the Good and the Beautiful; Aristotle’s theory of science; and the role of social and historical forces in shaping Greek philosophy. Fall
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s):
Historical Perspectives, Written Communication
PHIL 082 (182) Early Modern Philosophy (1)
History of European philosophy from the Renaissance through Kant. Topics include the philosophical foundations of the scientific revolution, the relation between subjectivity and the objectivity of knowledge, human freedom and the existence of evil, and the self. In addition to metaphysical and epistemological issues, we examine the influence of modern philosophy on the development of classical liberalism and the Enlightenment view of humanity. More extensive work expected of students taking the course for upper-division credit. Spring
Instructor(s): Marc Joseph
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
  - Historical Perspectives, Written Communication

PHIL 125 Philosophy of Law (1)
Analytical and normative investigation of legal concepts, emphasizing the application of those concepts in the U.S. legal system. Analysis and evaluation of the relation between laws and morals; the role of liberty and justice in constitutional decisions regarding free speech, privacy and forms of discrimination; and the relation between legal systems and persons subject to those systems, focusing especially on the nature of criminal responsibility and the moral justification of punishment. Spring
Instructor(s): Marc Joseph
Offered in 2006–2007 and then every other year.
Meets the following Gen Ed requirement(s):
  - Human Institutions & Behavior, Written Communication

PHIL 131 Aesthetics (1)
The history of aesthetic theory combined with conceptual examinations of basic problems in the interpretation of the arts. Spring
Instructor(s): Staff
Open to undergraduates only.
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s):
  - Creating & Critiquing Arts

PHIL 142 Epistemology (1)
A survey of rationalist, empiricist, pragmatist and feminist approaches to the traditional problems of knowledge including justification, objectivity and the nature of knowledge itself. Fall
Instructor(s): Elizabeth Potter
Offered in 2006–2007 and then every other year.

PHIL 143 Existentialism (1)
Atheistic and theistic forms of existential philosophy. Primary emphasis on Kierkegaard, Nietzsche, and Sartre. Fall
Instructor(s): Staff
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s):
  - Written Communication

PHIL 144 (044) Language, Meaning, and Understanding (1)
See PHIL 044 in Philosophy.

PHIL 145 Philosophy of Mind (1)
Examination of questions raised by the existence of mental states. Topics include the relation between psychological states and physical states of a person’s neural system; the adequacy of computer models of mind and the possibility of artificial intelligence; the nature of consciousness; naturalistic theories of mental representation; the role of social factors in determining the contents of mental states; and the implications of different theories of mind for our understanding of ourselves as moral beings. Spring
Instructor(s): Marc Joseph
Offered in 2005–2006 and then every other year.
Prerequisite(s): ENG 001 or consent of instructor.
Meets the following Gen Ed requirement(s):
  - Written Communication

PHIL 156 American Philosophy (1)
A survey of the principal themes in American philosophy from Emerson to the present; emphasis on those pragmatists and feminists who have questioned the nature of nature, knowledge, self, freedom and equality. Spring
Instructor(s): Staff
Open to undergraduates only.

PHIL 162 Philosophy of Science (1)
The structure and methods of empirical science and the connections between science and human values. Fall
Instructor(s): Elizabeth Potter
Open to undergraduates only.
Offered in 2005–2006 and then every other year.

PHIL 179 (079) Chinese Philosophy (1)
See PHIL 079 in Philosophy.
PHIL 180 Special Topics in Philosophy (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
   Written Communication

PHIL 181 (081) Ancient Philosophy (1)
See PHIL 081 in Philosophy.

PHIL 182 (082) Early Modern Philosophy (1)
See PHIL 082 in Philosophy.

PHIL 183 Advanced Seminar in Philosophy (1)
Topic to be announced. Spring
Instructor(s): Staff
Open to juniors and seniors only.
Prerequisite(s): Advanced standing and consent of instructor for undergraduate students.

PHIL 184 19th and 20th Century Philosophy (1)
History of Western philosophy after Kant. Study of representative figures from the Idealist, 20th century continental and 20th century analytic traditions, with emphasis varying in different years. Fall
Instructor(s): Marc Joseph
Open to undergraduates only.
Recommended Course(s): PHIL 182
Meets the following Gen Ed requirement(s):
   Written Communication

PHIL 187 (287) Historical Studies (1)
Thematic study of a single problem in the history of philosophy. Topic to be announced. Spring
Instructor(s): Staff
Open to sophomores, juniors, seniors, and graduate students.
This course may be taken two times.

PHIL 191 Advanced Seminar (1)
Topic to be announced. Fall
Instructor(s): Staff
Limit 15 students.
Open to majors only.
Prerequisite(s): Advanced standing in philosophy or consent of instructor.
Meets the following Gen Ed requirement(s):
   Written Communication

PHIL 192 Advanced Seminar (1)
Topic to be announced. Spring
Instructor(s): Staff
Limit 15 students.
Open to majors only.
Prerequisite(s): Advanced standing in philosophy or consent of instructor.
My primary research interests include molecular spectroscopy, physics and chemistry education, and software development. I have performed both experimental and theoretical studies, aided by molecular orbital programs, of the infrared and Raman spectra of small molecules. More recently I have published articles in journals of science and mathematics education on a wide range of topics, including demonstrations and experiments for physics and chemistry classes and uses of logic in science education. Additionally, I have published software to calculate the flight of model rockets and to perform quantum mechanical calculations through the use of the variational method.

Mills College offers a calculus-based 2-semester physics course with laboratory for science majors. Physics 010 is an introductory course intended primarily for non-science students. A physics minor is available for interested students.

### Physics Minor

**Required:**
- PHYS 061–062 General Physics I and II with Laboratory (1.25; 1.25)
- MATH 008 Linear Algebra (1) or MATH 049 Multivariable Calculus (1) or MATH 104 Differential Equations (1)
- CHEM 135–136 Physical Chemistry I and II (1; 1)

### Courses

**PHYS 010 Physics as a Liberal Art (1)**
A one-semester survey of physics intended for students not majoring in the natural sciences. This course focuses on the concepts of physics and does not emphasize numerical problem solving.

**Spring**
- **Instructor(s):** David Keeports
- **Meets the following Gen Ed requirement(s):** Natural Sciences

**PHYS 061 General Physics I (1.25)**
Calculus-based general physics with lecture and laboratory. Physics 061: Newtonian mechanics. Physics 062: Fluids, waves, electricity, magnetism, and optics. **Fall and Spring**
- **Instructor(s):** David Keeports
- **Prerequisite(s):** MATH 047 and MATH 048

**PHYS 062 General Physics II (1.25)**
Lecture and laboratory. Mechanics, wave motion, electricity, magnetism, and optics. **Fall and Spring**
- **Instructor(s):** David Keeports
- **Note(s):** MATH 048 may be taken concurrently with Physics 61.
- **Prerequisite(s):** MATH 047 and MATH 048
Political, Legal & Economic Analysis
510.430.2338

Faculty: Professional Interests

Anne Marie Choup
- Comparative Politics, Latin American Politics, Politics of the developing world

Fred H. Lawson
- International relations, international political economy, politics of the Middle East and North Africa, comparative foreign policy

Siobhan Reilly
- Public finance, economics of the family

David M. W. Roland-Holst
- International trade, finance, economic policy

Roger Sparks
- Corporate finance, managerial and environmental economics

Paul R. Schulman
- Bureaucratic organizations and public policy-making, science, technology and public policy

Nancy Thornborrow
- Labor, macroeconomics

Laurie Zimet
- Constitutional Law/First Amendment, Feminist Jurisprudence, Business Law and Civil Litigation

This interdisciplinary major provides students the opportunity to acquire knowledge and understanding of the operations, goals, and impact of large-scale organizations, of decision-making processes at various levels, and of the social context in which our legal institutions operate. The program develops analytical skills and abilities as well as creative approaches to problem solving that will enable women to act independently and constructively in whatever field they choose.

Students majoring in political, legal, and economic analysis may specialize in economic analysis, international analysis, or legal analysis; each meets the needs of women who are interested in public and private administration careers, and each has slightly different requirements.

Political, Legal, and Economic Analysis Major
(13 semester course credits)

Note: A student majoring in Political, Legal, and Economic Analysis may not double-major in a social science.

Entry-level:

Required for all:
- ECON 050 Introduction to Economics (1)

Note: Required prerequisite for upper-division courses in economics

And select 2 courses from:
- ENG 102 Advanced Composition (1)
- ETHS 051 Introduction to Ethnic Studies (1)
- GOVT 085 American Government (1)
- MATH 003 Pre Calculus (1)
- CS 063 Introduction to Computer Science (1)
- PHIL 051 Introduction to Logic (1)
- PSYC 049 Fundamentals of Psychology (1)
- SOC 055 Introduction to Sociology (1)

Second level:

Required for all:
- GOVT 101 Organizational Theory (1) or
- GOVT 102 Administrative Behavior (1)

Required for those emphasizing Economic Analysis:
- ECON 081 Introduction to Statistics (1)
- ECON 100 Microeconomic Theory (1)

Required for those emphasizing International Analysis:
- GOVT 017 International Relations (1)
- ECON 155 International Trade (1)

Required for those emphasizing Legal Analysis:
- GOVT 021 Public Policy-Making (1)
- SOSC 093 Law and Society (1)
Third level:

Required for all:
Select 3 courses with no more than 2 from the same discipline:

ECON 073 Financial Accounting (1)
ECON 101 Macroeconomic Theory (1)
ECON 117 Women and the Economy (1)
ECON 134 Public Sector Economics (1)
GOVT 016 Comparative Politics (1)
GOVT 090 American Foreign Policy (1)
GOVT 091 The United States and Latin America (1)
GOVT 131 Transitions to Democracy (1)
HIST 116 History of the American City (1)
HIST 138 The United States since World War II (1)
HIST 160 History of Women in America (1)
MATH 047 Calculus I (1)
PHIL 062 Ethics (1)
PSYC 155 Social Psychology (1)
SOC 103 Women and Work (1)
SOC 116 History of Sociological Thought (1)
SOC 158 Sociology of Gender Roles (1)

Note: International Analysis students may sub-
stitute a third year of foreign language for 2 of
the above courses.

Fourth level:

Required for those emphasizing Economic Analysis:
Select 4 courses from:

ECON 113 Money and Financial Institutions (1)
ECON 114 Principles of Individual Investment (1)
ECON 115 Managerial Accounting (1)
ECON 116 Corporate Finance I (1)
ECON 121 Labor in the American Economy (1)
ECON 136 Managerial Economics (1)
ECON 139 Urban Economics (1)
ECON 140 Health Economics (1)
ECON 142 Industrial Organization and Public Policy (1)
ECON 153 Environmental Economics (1)
ECON 155 International Trade (1)
ECON 164 Econometrics Business Forecasting (1)
GOVT 141 Politics of Developing Nations (1)
SOSC 120 Women and the Law (1)
SOSC 122 Legal Aspects of Business (1)

Required for those emphasizing International Analysis:
Select 4 courses from:

ECON 148 Comparative Economic Systems (1)
ECON 158 International Finance (1)
ECON 159 Economic Development (1)
GOVT 127 Comparative Foreign Policy (1)
GOVT 132 Theories of International Relations (1)
GOVT 137 Comparative Politics of the Middle East and North Africa (1)
GOVT 138 International Relations of the Middle East (1)
GOVT 141 Politics of Developing Nations (1)
GOVT 144 Latin American Politics (1)
GOVT 145 Latin American Revolution and Revolutionary Movements (1)
HIST 140 Diplomatic History of the United States since 1898 (1)
HIST 169 Men, Women and Travel: Tourism in Europe since the Renaissance (1)

Required for those emphasizing Legal Analysis:
Select 4 courses from:

ECON 142 Industrial Organization and Public Policy (1)
ECON 153 Environmental Economics (1)
GOVT 115 The American Presidency (1)
GOVT 116 Court Systems of the San Francisco Metropolitan Area (1)
GOVT 118 Science, Technology, and Public Policy (1)
HIST 142 The Supreme Court (1)
SOSC 120 Women and the Law (1)
SOSC 122 Legal Aspects of Business (1)
SOSC 138 Mass Communication Law (1)
SOC 134 Social Inequality (1)
The psychology department at Mills integrates scientific approaches to human behavior and its development with immediately practical issues of working with people and addressing their problems.

Each student devises, in consultation with her academic advisor, a study plan for her own version of the major that is the most appropriate preparation for her particular goal. Each plan includes psychology courses along with course work in other academic areas. Qualified students may cross-register at other nearby institutions for specialized courses not taught at Mills. Students who intend to go on to doctoral level graduate school in psychology are advised to follow the research in psychology track. Students who are interested in graduate work or community practice that focuses on infants and young children may select the infant mental health track. Eligible students in this track can apply at the end of their junior year for the Infant Mental Health 4+1 accelerated master’s degree program (BA in Psychology, MA in Early Childhood Education–Infant Mental Health emphasis). It is recommended that advising for infant mental health begin in the sophomore year.

During their last two years, many psychology majors enroll in internships that serve as career tryouts, giving them actual experience in the field and making them better prepared for graduate school. Approximately half of Mills psychology majors go on to graduate work in psychology, counseling, or social work. Others go to law school or medical school, able to use their knowledge in family medicine, psychiatry, pediatrics, or family law. Those who do not continue to graduate school use their majors in a variety of careers, including personnel work and counseling.

The department has a strong research emphasis. Students have the opportunity to carry out independent research under the guidance of a faculty member or to participate in a faculty member’s own research. One measure of the department’s strength in teaching research techniques is that in the past decade, more Mills psychology majors have been invited to present their independent research at the Western Conference for Undergraduate Research in Psychology than have psychology students from most other colleges.

**Accelerated 5-Year Curriculum Psychology Major Research in Psychology Track (12.25 semester course credits)**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology (1)</td>
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<tr>
<td>PSYC 084</td>
<td>Analytical Methods in Psychology (1)</td>
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<tr>
<td>PSYC 151</td>
<td>Research Methods in Psychology (1.25)</td>
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<tr>
<td>PSYC 192</td>
<td>History and Issues in Psychology (1)</td>
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<tr>
<td>PSYC 118</td>
<td>Psychopathology (1)</td>
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<tr>
<td>PSYC 109</td>
<td>Health Psychology (1)</td>
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<tr>
<td>PSYC 110</td>
<td>Stress and Disease (1)</td>
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<tr>
<td>PSYC 142</td>
<td>Attachment and Loss (1)</td>
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<tr>
<td>PSYC 148</td>
<td>Personality (1)</td>
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<tr>
<td>PSYC 155</td>
<td>Social Psychology (1)</td>
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<tr>
<td>PSYC 132</td>
<td>Physiological Psychology (1)</td>
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<tr>
<td>PSYC 156</td>
<td>Cognitive Psychology (1)</td>
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<tr>
<td>PSYC 140</td>
<td>Life-Span Developmental Psychology (1)</td>
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And select at least 3 additional Psychology courses (3 credits).

**General Psychology Track (12 semester course credits)**

**Required:**

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<tr>
<td>PSYC 049</td>
<td>Fundamentals of Psychology (1)</td>
</tr>
<tr>
<td>PSYC 192</td>
<td>History and Issues in Psychology (1)</td>
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And select at least 6 courses from the following:

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<tr>
<td>PSYC 084</td>
<td>Analytical Methods in Psychology (1)</td>
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<tr>
<td>PSYC 109</td>
<td>Health Psychology (1)</td>
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<td>Stress and Disease (1)</td>
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<td>Psychopathology (1)</td>
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<tr>
<td>PSYC 132</td>
<td>Physiological Psychology (1)</td>
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<tr>
<td>PSYC 134</td>
<td>Visual Thinking (1)</td>
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<tr>
<td>PSYC 140</td>
<td>Life-Span Developmental Psychology (1)</td>
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<tbody>
<tr>
<td>PSYC 142</td>
<td>Attachment and Loss (1)</td>
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</tbody>
</table>
PSYC 148 Personality (1)
PSYC 151 Research Methods in Psychology (1.25)
PSYC 155 Social Psychology (1)
PSYC 156 Cognitive Psychology (1)
PSYC 161 Clinical Psychology (1)
PSYC 165 Infancy (1)
And select at least 4 additional Psychology courses (4 credits).

Accelerated 5-Year Curriculum
Psychology: Infant Mental Health Track
(12 semester course credits)

Plus:
EDUC 191 A, required in fall of junior year

Required:
PSYC 049 Fundamentals of Psychology (1)
PSYC 084 Analytical Methods in Psychology (1)
PSYC 118 Psychopathology (1)
PSYC 132 Physiological Psychology (1)
PSYC 140 Life-Span Developmental Psychology (1)
PSYC 142 Attachment and Loss (1)
PSYC 151 Research Methods in Psychology (1.25)
PSYC 161 Clinical Psychology or
PSYC 155 Social Psychology (1)
PSYC 165 Infancy (1)
PSYC 192 History and Issues in Psychology (1)
Undergraduate capstone
And select at least 2 psychology electives

Psychology Minor

Required:
PSYC 049 Fundamentals of Psychology (1)
And select at least 5 additional Psychology classes (5 credits).

Courses

PSYC 049 Fundamentals of Psychology (1)
The subject matter, methods, and current status of psychology, including brain function, child development, perception, learning and thinking, motivation and emotion, personality, abnormality, and social psychology. The focus is on human behavior, with only limited reference to animal research, and includes cross-cultural issues where applicable. Fall
Instructor(s): John Ruch
Meets the following Gen Ed requirement(s):
   Human Institutions & Behavior

PSYC 070 Psychology and Language (1)
Basic linguistic definitions, evolution of language(s) and the acquisition of one or more languages, language use in both communication and thought, sociocultural issues, including gender differences, and physiological issues, including brain localization and traumatic loss of language. Spring
Instructor(s): John Ruch
Open to undergraduates only.
Offered in 2006–2007 and then every other year.
Offered in alternation with: PSYC 156
Prerequisite(s): PSYC 049

PSYC 080 Adolescence (1)
Physical, cognitive, and social-emotional aspects of human development from puberty to maturity.
Fall
Instructor(s): Carol George
Prerequisite(s): PSYC 049

PSYC 084 Analytical Methods in Psychology (1)
Quantitative methods in psychology with an emphasis on applications and statistical reasoning. Fall
Instructor(s): Elizabeth Bachen
Open to sophomores, juniors, seniors, and graduate students.
Meets the following Gen Ed requirement(s):
   Quantitative & Computational Reasoning

PSYC 109 Health Psychology (1)
Examination of the links between mind and body, focusing on the ways in which psychosocial factors influence the prevention of, course of, and adaptation to illness. Review of physiological mechanisms, health behaviors, stress and coping, and therapeutic techniques. Full
Instructor(s): Elizabeth Bachen
Note(s): May be taken for 1.25 credit with addition of Service Learning component.
Prerequisite(s): PSYC 049

PSYC 110 Stress and Disease (1)
Impact of stress on psychological and physical health. Stressors pertaining to family, work, social transitions and traumatic events are explored. The effects of stress on growth and aging, major medical illnesses, depression and post-traumatic stress are addressed. The role of individual differences in moderating health effects are underlying themes throughout the course. Spring
Instructor(s): Elizabeth Bachen
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): PSYC 049
Recommended Course(s): PSYC 109, PSYC 132, BIO 153
PSYC 118 Psychopathology (1)
Abnormal behavior, including neuroses, psychoses, and character disorders, in which psychological, genetic, biochemical, and stress-diathesis theories of causation are reviewed and treatment modalities studied. **Spring**

*Instructor(s): Elizabeth Bachen*

*Note(s): Not recommended for freshwomen.*

*Prerequisite(s): PSYC 049*

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PSYC 132 Physiological Psychology (1)
Aspects of human physiology, primarily the evolution, development, and functioning of the central nervous system and endocrines, that determine behavior, e.g., perception, sexuality, and states of consciousness. **Spring**

*Instructor(s): John Ruch*

*Prerequisite(s): PSYC 049*

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PSYC 134 Visual Thinking (1)
Theories and research on modes of visual thinking. Annotation techniques for external storage of visual ideas, both formal (e.g., storyboards) and informal (e.g., ‘idea sketching’). Application of visual and verbal strategies to a variety of problems. **Spring**

*Instructor(s): John Ruch*

*Prerequisite(s): PSYC 049*

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PSYC 140 Life-Span Developmental Psychology (1)
Normative characteristics and developmental processes of human development from prenatal infant development through old age. **Spring**

*Instructor(s): Carol George*

*Open to sophomores, juniors, and seniors only.*

*Prerequisite(s): PSYC 049*

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PSYC 142 (242) Attachment and Loss (1)
John Bowlby’s seminal work in attachment, separation, and loss. Explores the influence of separation and loss on normative and pathological development. **Fall**

*Instructor(s): Carol George*

*Open to sophomores, juniors, seniors, and graduate students.*

*Prerequisite(s): Psychology 049 and a grade of C or better in Psychology 140.*

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PSYC 148 Personality (1)
A comparison of the major theoretical approaches in personality including psychoanalytic, biological, dispositional, cognitive, behavioral, and sociocultural. Contemporary personality issues and research findings are examined. **Spring**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

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PSYC 151 Research Methods in Psychology (1.25)
Experimental and research methodology in contemporary psychology. Specific topics from many areas of psychology are employed to teach basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collection, data analysis, and generalization. **Spring**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049 and PSYC 084*

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PSYC 152 Honors Research (1.25)
Design and execution of an original experiment by each student, under the guidance of the instructor. **Fall**

*Instructor(s): Dean Morier*

*Limit 14 students.*

*Open to seniors only.*

*Prerequisite(s): PSYC 049 and PSYC 084 and PSYC 151*

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PSYC 155 Social Psychology (1)
How people think about, influence, and relate to one another. Topics include prejudice, conformity, persuasion, altruism, stereotyping, group processes, and close relationships. **Fall**

*Instructor(s): Dean Morier*

*Prerequisite(s): PSYC 049*

*Meets the following Gen Ed requirement(s): Human Institutions & Behavior*

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PSYC 156 Cognitive Psychology (1)
Human thinking and problem solving as ‘information processing,’ based on the processes of perception, learning, memory, language, and reasoning. **Spring**

*Instructor(s): John Ruch*

*Offered in 2005–2006 and then every other year.*

*Offered in alternation with: PSYC 070*

*Prerequisite(s): PSYC 049*

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PSYC 161 Clinical Psychology (1)
Theories and interventions, including interviewing and assessment, of clinical psychology. Overview of the diverse roles and settings (such as hospital, private, legal, academic) that clinical psychologists occupy in their careers. **Spring**

*Instructor(s): Elizabeth Bachen*

*Prerequisite(s): PSYC 049 and PSYC 118*

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PSYC 165 (265) Infancy (1)
Theories and research in physical growth, perception, cognition, social-emotional and language development in infants. **Spring**

*Instructor(s): Carol George*

*Open to juniors and seniors only.*

*Note(s): Graduate students may also enroll.*

*Prerequisite(s): PSYC 049*
PSYC 180 Special Topics in Psychology (1)
Topics in psychology not offered in the regular curriculum. Taught by regular staff or visitors.
**Fall and Spring**
*Instructor(s): Staff*
*Note(s): Some topics may be of interest to non-majors.*
*Prerequisite(s): PSYC 049*

PSYC 183 Advanced Seminar in Psychology (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ.
**Fall and Spring**
*Instructor(s): Staff*

PSYC 192 History and Issues in Psychology (1)
Origins and historical development of psychology as a scientific discipline, including some major theorists and how their theories have influenced the discipline of psychology. Discussion of some issues that these theorists have considered and that remain important in psychology.
**Fall**
*Instructor(s): Elizabeth Bachen, Carol George, Dean Morier, John Ruch*
*Open to seniors only.*
*Note(s): Must be a declared major in Psychology or have consent of instructors.*
*Prerequisite(s): PSYC 049*
Public Policy
510.430.2147

Faculty: Professional Interests

Emery Roe
• Environmental policy, policy analysis methods, sustainable development, comparative policy analysis, reliability analysis

Carol Chetkovich
Associate Professor, Public Policy

Program Core Faculty:

Elizabeth Potter
• Gender and Science, intersections of feminism and epistemology, philosophy

Marc A. Joseph
• Philosophy of mind and language, philosophy of logic and mathematics, metaphysics, history of philosophy

Siobhan Reilly
• Public finance, economics of the family

Paul Schulman
• Bureaucratic organizations and public policymaking, technology and public policy

Laurie Zimet
• First Amendment law, business law, feminist jurisprudence

Other Faculty Include:

Dan Ryan
• Theory, social organization, phenomenology, sociology of knowledge, organizations, communities, geography, information technology

Marianne B. Sheldon
• 18th- and 19th-century American history, history of women and the family, the American South

Nancy Thornborrow
• Labor, macroeconomics

Bruce Williams
• Race and ethnic relations in the United States, comparative race and ethnic relations, historical sociology, urban and rural poverty, education and African-Americans, sociology of education

The Mills Public Policy Program offers an undergraduate major and minor in public policy, in addition to a 4+1 program in public policy which allows a student to earn a bachelor’s degree (BA) in public policy as well as a master’s in public policy (MPP) in the space of five years. Visit the degree requirements page for more information about each curriculum track. The aim of the Public Policy Program is to involve many more women as leaders in traditionally male-dominated policy careers. Public policy students most often seek careers in policy-making as future leaders, decision-makers, and policy analysts.

At Mills, the public policy students acquire:

• The quantitative and qualitative methods, perspectives and approaches needed for women to assess and better address policy issues in the United States and beyond;

• Focus on all phases of policy development, implementation, and evaluation; and

• Opportunities to secure employment in government, the private sector, and the nonprofit sector, or to gain admission to graduate programs in public policy, management, law, and business

One unique feature of a public policy degree is the interdisciplinary nature of its curriculum, which draws from government, economics, ethics, law, and public policy making.

In addition, the Public Policy Program often serves as the campus portal for involvement in the wider Oakland community and policy-related speakers and events.

We invite you to take a tour of our website and consider how a major/minor in public policy might be the right match for you!

Public Policy Major
(14 semester course credits)

Required:

Five Core Courses (recommended in the following order, when possible)

GOVT 021 The Public Policy-Making Process (1)
ECON 050 Introduction to Economics and PPOL 050 Economic Policy Analysis (1; 0.25)

Plus 1 course from the following:

PHIL 125 Philosophy of Law (1)
WMST 094 Feminist Social Ethics (1) or GOVT 139 Ethical Reasoning in Politics and Public Policy (1)

And then:

SOSC 093 Law and Society (1)
PPOL 010 Methods of Policy Analysis (1)
Five Context Courses:
In collaboration with major advisor, select 1 course from the following:

- GOVT 101 Organization Theory (1)
- GOVT 102 Administrative Behavior (1)

And select 1 course from the following:

- HIST 135 Workers in American Life, 1877 to the Present (1)
- HIST 138 The United States Since WW II (1)
- HIST 142 The Supreme Court (1)
- SOC 129 Race and Ethnic Relations in the U.S. (1)
- SOC 134 Social Inequality (1)

And select 1 course from the following:

- GOVT 016 Comparative Politics (1)
- GOVT 017 International Relations (1)
- GOVT 131 Transitions to Democracy (1)
- GOVT 141 Politics of Developing Nations (1)

And select 1 course from the following:

- ECON 100 Microeconomic Theory (1)
- ECON 101 Macroeconomic Theory (1)
- ECON 155 International Trade (1)
- ECON 134 Public Sector Economics: The Economics of Government (1)

And select 1 course from the following:

- ANTH 161 Cross-Cultural Perspective on Women (1)
- ECON 117 Women and the Economy (1)
- HIST 160 History of Women in America (1)
- SOC 103 Women and Work (1)
- SOC 120 Women and the Law (1)

Lastly, majors select a minimum of 3 additional courses in collaboration with the student’s major advisor and the Public Policy director. Sample concentrations and possible courses are as follows:

Environmental Policy:
- ECON 153 Environmental Economics (1)
- GOVT 118 Science, Technology and Public Policy (1)
- BIO 048 Ecology and Environmentalism (1)
- SOSC 122 Legal Aspects of Business (1)
- PHIL 063 Environmental Ethics (1)

Urban Policy:
- ECON 139 Urban Economics (1)
- HIST 116 History of the American City (1)
- SOC 108 Urban Sociology (1)
- SOC 113 American Social Organizations (1)

Health Policy:
- ECON 134 Public Sector Economics: The Economics of Government (1)
- ECON 140 Health Economics (1)
- ANTH 175 Medical Anthropology (1)

International Policy:
- ECON 159 Economic Development (1)
- ECON 155 International Trade (1)
- GOVT 127 Comparative Foreign Policy (1)
- GOVT 141 Politics of Developing Nations (1)
- HIST 140 Diplomatic History of the U.S. since 1898 (1)
- SOC 132 Comparative Race and Ethnic Relations (1)

Institutions and Public Policy:
- ECON 142 Industrial Organization and Public Policy (1)
- GOVT 115 The American Presidency (1)
- GOVT 116 Court Systems of the San Francisco Metropolitan Area (1)
- HIST 118 The Civil Rights Movement in America, 1941 to the Present (1)
- SOSC 122 Legal Aspects of Business (1)
- SOSC 138 Mass Communication Law (1)

Ethnicity, Race and Public Policy:
- ETHS 052 African American Women’s History (1)
- ETHS 158 Latino Immigration (1)
- ETHS 166 Women of Color in Social Movements (1)
- HIST 118 The Civil Rights Movement in America, 1941 to the Present (1)
- HIST 159 Latinas/os in the U.S. (1)
- SOC 104 Sociology of the Chicana/o and Mexican American (1)
- SOC 129 Race and Ethnic Relations in the U.S. (1)

Science, Technology and Public Policy:
- ANTH 172 Alternative Medicine (1)
- GOVT 118 Science, Technology and Public Policy (1)
- BIO 033 Genetics: Human Aspects (1)
- BIO 048 Ecology and Environmentalism (1)
- SOSC 142 Medical Sociology (1)

Education and Public Policy:
- ECON 134 Public Sector Economics: The Economics of Government (1)
- ECON 139 Urban Economics (1)
- EDUC 101 Social Foundations of Education (1)
- EDUC 103 Public Policy, Children, Youth and Family Issues (1)
- SOC 108 Urban Sociology (1)
Journalism and Public Policy:
ENG 072 (172) Journalism I (1)
ENG 073 (173) Journalism II (1)
ENG 159 Feature Writing (1) or
ENG 160 Writing for Magazines (1)

Environmental Science and Public Policy:
CHEM 017 General Chemistry I with Laboratory (1)
BIO 001 General Biology I with Laboratory (1)
ENVS 022 Introduction to Environmental Science (1)
BIO 125 Principles of Ecology with Laboratory (1)
PPOL 150 Environmental Policy Analysis (1)

Senior requirement:
PPOL 191–192 Senior Seminar (1)

Public Policy Minor
(6 semester course credits)

Required:
5 Core Courses (recommended in the following order, when possible):
GOVT 021 The Public Policy-Making Process (1)
ECON 050 Introduction to Economics and PPOL 050 Economic Policy Analysis (1; 0.25)

Plus 1 course from the following:
PHIL 125 Philosophy of Law (1)
WMST 094 Feminist Social Ethics (1) or
GOVT 139 Ethical Reasoning in Politics and Public Policy (1)

And then:
SOSC 093 Law and Society (1)
PPOL 010 Methods of Policy Analysis (1)

Senior requirement:
PPOL 191/192 Senior Seminar (1)

Courses

PPOL 010 Methods of Policy Analysis (1)
Introduction to the principle methods and approaches to policy analysis and the techniques in conducting a policy analysis. Students become familiar with standard and online data used in policy formulation and analysis with a focus on issues in real policy situations. Students learn hands-on how to perform data analysis and statistical tests, using software applications and online tutorials. Spring
Instructor(s): Emery Roe
Open to undergraduates only.
Prerequisite(s): ENG 001 or consent of instructor
Meets the following Gen Ed requirement(s):
Quantitative & Computational Reasoning,
Written Communication

PPOL 020 The World's 5 Greatest Policy Problems and What To Do About Them (1)
What are the five biggest policy issues in the world today? Saving the environment? Racism? War? Students will discuss and analyze five issues, which may shift from semester to semester. Students will be shown how policy analysts across the world address the issues discussed. Readings will customized to the issues. Fall
Instructor(s): Emery Roe
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
Historical Perspectives

PPOL 050 Economic Policy Analysis (0.25)
This course is a supplement to ECON 050, Introduction to Economics, and should be taken concurrently with ECON 050 unless ECON 050, or its equivalent, has already been satisfied. PPOL 050 workshops study the relevance of economic theory and its application to policy analysis. PPOL 050 is a core course requirement for the Public Policy major and minor, though it is open to anyone with ECON 050 or equivalent. Fall and Spring
Instructor(s): Emery Roe
Instructor consent required.
Must be taken with: ECON 050
PPOL 110 Advanced Methods and Approaches of Policy Analysis (1)
Introduction to advanced methods and approaches to the analysis of highly complex, uncertain and conflicting public policy issues, or, as they are commonly known, ‘wicked policy problems.’ The methods include narrative policy analysis, discourse analysis, triangulation, Q-methodology, and other qualitative/quantitative approaches. The course is organized around one large case study of a wicked policy problem to which these methods are applied. **Spring**
Instructor(s): Emery Roe
Instructor consent required.
Open to undergraduates only.
Prerequisite(s): PPOL 010

PPOL 120 Participatory Action Research & Neighborhood Development in Oakland (1)
Teaches the basic concepts and principles of participatory action research and prepares students to apply its philosophy, values, approaches and methods to an empowering collaboration between “community members” and “researchers.” **Spring**
Instructor(s): Emery Roe
Open to undergraduates only.
Meets the following Gen Ed requirement(s):
- Human Institutions & Behavior, Multicultural Perspectives

PPOL 150 Environmental Policy Analysis (1)
Introduction to the advanced analysis of the policy, management and institutional design issues at the intersection of complexity, uncertainty and conflict. Issues to be analyzed at the local, regional or global levels include: sustainable development, science-based environmental policies, the impact of large technical systems on the environment and market-based interventions. Students will analyze these issues through a variety of qualitative and quantitative approaches. **Spring**
Instructor(s): Emery Roe
Open to undergraduates only.

PPOL 180 Special Topics (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**
Instructor(s): Staff

PPOL 183 Advanced Seminar (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. **Fall and Spring**
Instructor(s): Staff

PPOL 191 Senior Seminar (1)
A one-semester capstone course for Public Policy majors and minors to be completed by the end of the senior year. Students will investigate a specific public policy problem in their major concentration area or minor field. The Public Policy Senior Seminar involves on-site field work and in-class analysis, under the supervision of the Public Policy Program Director. A research project will be completed, drawing upon issues associated with the student’s fieldwork. **Fall**
Instructor(s): Emery Roe
Instructor consent required.
Letter grade only.
Open to undergraduates only.
Note(s): Open to non-majors by consent of instructor.

PPOL 192 Senior Seminar (1)
A one-semester capstone course for Public Policy majors and minors to be completed by the end of the senior year. Students will investigate a specific public policy problem in their major concentration area or minor field. The Public Policy Senior Seminar involves on-site field work and in-class analysis, under the supervision of the Public Policy Program Director. A research project will be completed, drawing upon issues associated with the student’s fieldwork. **Spring**
Instructor(s): Emery Roe
Instructor consent required.
Letter grade only.
Open to undergraduates only.
Note(s): Open to non-majors by consent of instructor.
Social Sciences Division
510.430.2338

Faculty: Professional Interests
Laurie Zimet
• First amendment/constitutional law, business law, civil litigation
See also: Political, Legal, and Economic Analysis (PLEA)
See also: Law, Preparation for the Study of
The Social Sciences Division houses courses for studies in Sociology, Women’s Studies, PLEA, and Law.
Social Sciences does not have a Major or Minor component. Please see: Political, Legal, and Economic Analysis (PLEA), and Law, Preparation for the Study of.

Courses

SOSC 093 Law and Society (1)
The dynamic relationship between law and the society it serves and controls, with an emphasis on the judicial and legislative roles in the legal process. Special consideration of some of the more difficult social goals and problems confronting the legal system. Fall
Instructor(s): Laurie Zimet
Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Written Communication

SOSC 120 Women and the Law (1)
The legal status of women with special attention to the progression of American laws and judicial decisions relating to women’s rights. Spring
Instructor(s): Laurie Zimet
Meets the following Gen Ed requirement(s): Human Institutions & Behavior, Women and Gender

SOSC 122 Legal Aspects of Business (1)
An examination of legal issues involved in business. Special emphasis on product liability, consumer rights, contracts, various business entities including corporations and partnerships, employment and agency law, and real estate law. Fall
Instructor(s): Laurie Zimet
Offered in 2005–2006 and then every other year.
Offered in alternation with: SOSC 138
Meets the following Gen Ed requirement(s): Human Institutions & Behavior
Cross-listed with: MGMT 222

SOSC 138 Mass Communication Law (1)
Legal and regulatory issues involving broadcasting and the print media; key historical developments that helped shape the legal and regulatory environment of mass communications. Includes issues of libel and right-to-privacy laws, and First Amendment rights and constraints. Fall
Instructor(s): Laurie Zimet
Offered in 2006–2007 and then every other year.
Offered in alternation with: SOSC 122
Meets the following Gen Ed requirement(s):
Human Institutions & Behavior, Historical Perspectives

SOSC 180 Special Topics in Social Science (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff

SOSC 183 Advanced Seminar in Social Science (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Open to undergraduates only.
Offered in 2006–2007 and then every third year.
Rapid social change, powered by the information revolution, has, in our lifetime, transformed the world into a “global village.” The sociological imagination—an awareness of the relationship between our personal experiences and the surrounding social world—offers a way to make sense of our individual lives in the new high-tech information age. Sociology at Mills employs sociological imagination to explore the social world. Through systematic study and reflection, Mills students gain a richer appreciation of their own and other societies. Our students are encouraged to examine their potential roles in the world today. Our program fosters critical thinking and encourages intellectual growth.

Students who major in sociology acquire a breadth of knowledge and a set of skills that will enable them to achieve a variety of career and life goals. As a part of a liberal arts education, a sociology course can be an exciting, insightful experience for all students.

The sociology program offers a diverse array of substantive, methodological, and theoretical courses and can accommodate students with a wide range of interests. Many of the courses offered are within one of the 5 areas of concentration emphasized by our department: social inequality; race and ethnic relations; urban sociology; medical sociology; and individual and society.

Students interested in social inequality can enroll in courses such as Social Inequality and Poverty and Public Policy. Those who wish to emphasize study of the role of inequality between the sexes may take Women in Contemporary Society, Women and Work, and Sociology of Gender Roles. Students interested in race and ethnicity can plan a concentration with courses such as Race and Ethnic Relations in the United States, and Sociology of the Chicana/o and Mexican American.

Students who want to learn more about the city as a central feature of modern social life can plan an urban concentration, with courses such as Urban Sociology, Design of Cities, Urban History and Public Policy. Medical sociology is an area of particular interest to many Mills students. Courses in this area include Social Aspects of Cancer and the Sociology of Death and Dying, as well as the general course on Medical Sociology. Our concentration on the individual and society offers courses such as the Sociology of Everyday Life, Self and Society, and the Social Control of Deviant Behavior.

While some majors may choose to go on in the field to pursue an MA or PhD degree in sociology, our program is also designed to provide a solid preparation for students entering fields such as law, public health, urban and regional planning, business, public administration, public relations, and communications. The sociology major is an excellent foundation for lifelong learning and citizenship in the global village.

**Sociology Major**

**Required:**

- SOC 055 Introduction to Sociology (1)
- SOC 091 Methods of Social Research (1.25)
- SOC 116 History of Sociological Thought (1)
- SOC 190 Proseminar (1)
- SOC 191 Senior Seminar (1)

And select 7 additional Sociology courses in consultation with the major advisor.

**Note:** You may include up to 2 semester course credits in closely allied fields as part of these 7 courses.

**Concentrations in Social Inequality; Race and Ethnic Relations; Urban Sociology; Medical Sociology; and Individual and Society** may be arranged in consultation with your advisor in the major.

Field-work study in a variety of settings can be arranged through instructors. A maximum of 2 semester courses of Pass/No-Pass may be earned through supervised field-work study. These courses do not count toward completion of the major.


**Note:** Students intending to pursue graduate study in Sociology should gain proficiency in Statistics, Computer Use, and a foreign language.
Sociology Minor
(6 semester course credits)

Required:
SOC 055 Introduction to Sociology (1)
SOC 091 Methods of Social Research (1) or
SOC 116 History of Sociological Thought (1)
And select 4 additional courses, at least 3 of which must be upper-division.

Courses
SOC 055 Introduction to Sociology (1)
An introduction to basic sociological concepts, theories, and methods. Students in the course will be encouraged to develop 'sociological imagination,' that is, an understanding of the connection between personal biography and history. Course content will include an examination of social structure and culture (and the relationship between these two concepts), the socialization process, the major social institutions and their impact, the nature of inequality in society, and deviant behavior and social problems. Fall and Spring
Instructor(s): Staff
Meets the following Gen Ed requirement(s):
Human Institutions & Behavior

SOC 058 Social Problems (1)
This course acquaints students with theoretical and empirical aspects of some of the major social problems afflicting American society and the world. Topics may include crime and delinquency, poverty, unemployment, drug and alcohol abuse, family violence, prejudice and discrimination, and environmental pollution. Emphasis is placed on the objective and subjective aspects of social problems and their proposed remedies and solutions. Students are exposed to the roles that power and influence play in defining social problems, in maintaining existing conditions, and in promoting social change. Fall
Instructor(s): Bruce Williams
Offered in 2005–2006 and then every third year.
Note(s): Service Learning is optional.

SOC 061 Women in Contemporary Society (1)
An introductory course designed to acquaint students with the available facts on the position of women in the United States and elsewhere, drawing on materials from sociology, anthropology, psychology, and literature. Fall
Instructor(s): Staff

SOC 091 Methods of Social Research with Lab (1.25)
An introduction to the techniques social scientists use to answer empirical questions. Topics include how to read published research; collect and analyze qualitative and quantitative data; communicate research results; distinguish between empirical, ideological, theoretical and ethical questions; formulate research questions; and use computers to access, organize, analyze, and display social science data. Actual research methods covered vary from year to year but generally include social observation, interviewing, and surveys. Fall
Instructor(s): Dan Ryan
Prerequisite(s): SOC 055

SOC 094 (194) Sociology of Mass Communication (1)
This course is designed as an introductory sociological study of mass communications. It is intended to provide: 1) an understanding of the interaction between individuals, media and society, 2) analytic insight into how media content is created and disseminated, and 3) knowledge of the organizational structures of various mass media. Advertising, news, politics, gender, class, and race issues are examined. Spring
Instructor(s): Staff
Offered in 2005–2006 and then every other year.

SOC 101 Sociology of the Family (1)
The forces shaping personal meanings of marriage, family, and kinship. Diversity in marriage and family structure and function, both over time and cross-culturally. Options and alternatives to the American nuclear family. Selected issues in the study of family life. Spring
Instructor(s): Staff
Offered in 2006–2007 and then every other year.

SOC 103 Women and Work (1)
The sociology of work (occupations and professions) with a special emphasis on women. Employment trends, occupational socialization, the social psychological processes of working, and the structural dynamics of work. The roles and statuses of working women. Issues of special concern to women such as the dual-career family and the occupation ‘housewife.’ Fall
Instructor(s): Staff
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.

SOC 104 Sociology of the Chicana/o and Mexican American (1)
This course explores several avenues to the sociological analysis of Chicana/os in the United States, focusing on the political, economic, and social dimensions of these individuals’ lives. Special attention is directed towards the intersections of race, ethnicity, class, and gender. The course
provides theoretical insights into the racial and social ideologies faced by Chicana/os as well as the various components of this group’s identity. **Fall**

*Instructor(s): Staff*

Offered in 2006–2007 and then every other year.

**SOC 108 Urban Sociology (1)**
The process of urbanization, with special reference to the evolution of cities in the United States and Canada. Social, economic, and political forces that have shaped cities will be considered. Major concerns of urban residents, and the role of local, state, and federal governments in addressing these concerns will be examined. **Spring**

*Instructor(s): Bruce Williams*

Offered in 2005–2006 and then every third year.

**SOC 109 Poverty and Public Policy (1)**
The sociology of welfare. A critical analysis of the prevalence of poverty in the United States and Canada. The characteristics of poverty populations—urban/rural, young/old, male/female, ethnicity/race, etc. Case studies of specific federal, state, and local policies aimed at the housing, employment, schooling, and health needs of the poor. Philosophy and politics of entitlement programs. The bureaucratization of the ‘helping’ professions. **Fall and Spring**

*Instructor(s): Staff*

Offered in 2006–2007 and then every other year.

**SOC 110 The Social Control of Deviant Behavior (1)**
A sociological inquiry into how human groups define and react to ‘deviant’ behavior. Topics include how law, violence, threats, hostage-taking, banishment, restitution, ridicule, gossip, etiquette, science, and conscience are used to keep individuals and organizations ‘in line’ in realms such as art, business, religion, language, diplomacy, community life, schools, personal relationships, conversation, families, scientific research, the professions, and the workplace. **Spring**

*Instructor(s): Dan Ryan*

Offered in 2005–2006 and then every other year. *Recommended Course(s): SOC 055*

**SOC 111 American Social Organization (1)**
This course offers students a comprehensive knowledge of the development of the social institutions of capitalism in America. A holistic, interdisciplinary approach is used to introduce students to the dynamic evolution and development of America’s primary institutions, including those of the political, economic, and cultural subsystems. Using a historical sociological orientation, students explore the basic patterns and processes of capitalist institutional change intrinsic to America. **Fall**

*Instructor(s): Bruce Williams*

Offered in 2006–2007 and then every other year.

**SOC 116 (216) History of Sociological Thought (1)**
The works of leading sociological theorists, the historical-ideological setting of each theorist, and major trends of development of sociological thought, with particular reference to the 19th and 20th centuries. Intensive reading in the primary sources. **Spring**

*Instructor(s): Dan Ryan*

*Prerequisite(s): SOC 055 or ANTH 058*

**SOC 119 Computers and Society (1)**
This class uses sociological theories and methods to study the impact of information technology on human societies. Topics range from the social psychology of cyber-social relations and virtual communities, to electronic communication, changing labor markets, privacy, new forms of stratification and e-commerce. Our emphasis throughout will be to cut through the hype and sweep aside the hoopla to distinguish how the computer revolution is revolutionary from how it merely recapitulates social changes we’ve seen before. **Spring**

*Instructor(s): Dan Ryan*

Offered in 2005–2006 and then every other year.

**SOC 123 Analysis of Social Structure (1)**
Attention to social structure distinguishes the social from the other human sciences; different conceptualizations of social structure distinguish the various social sciences from one another. This advanced course will examine and compare several approaches to the study of social structure and social organization. An interdisciplinary approach will consider institutions, networks, hierarchies and bureaucracies, collective choice systems (voting), and markets, examining their explanatory strengths and weaknesses, how they combine in actual cases, the conditions and consequences of their failures, and what this reveals about the relationship between sociology and the other social sciences. **Fall**

*Instructor(s): Dan Ryan*

*Offered in 2006–2007 and then every other year. Recommended: Intro courses in two or more social sciences.*

**SOC 125 Computers in the Social Sciences (1)**
In this advanced class students are introduced to a number of applications of computer technology to the doing of social science. Topics include sophisticated exploitation of word processors and
spreadsheets, using relational database programs to store and analyze data, running statistical software, network analysis software, and other applications for qualitative and quantitative analysis of economic, historical, political, anthropological and sociological data. Spring
Instructor(s): Dan Ryan
Offered in 2005–2006 and then every other year.
Prerequisite(s): Basic computer skills and coursework in social sciences beyond introductory course.
Cross-listed with: MGMT 225
SOC 127 Sociology of Knowledge and Information (1)
How is what we (think we) know socially conditioned? How do social structures channel the transmission and attenuate the meaning of information? How does culture determine what we remember and forget? This course brings together ideas from sociology of knowledge, social constructionism, cognitive sociology, and the new sociology of information to investigate questions such as these, which surround the idea that we know and remember not as individuals, but as members of thought communities. Fall
Instructor(s): Dan Ryan
Offered in 2007–2008 and then every third year.
SOC 128 Geographic Information Systems and Sociological Geography (1)
A multidisciplinary course about mapping the social world. Theoretically challenging and hands-on, the course material will draw from cartography, demography, epidemiology, geography, urban design, human ecology, marketing, sociology, statistics, and urban studies. In addition to the sociology of spatial distribution, students will use geographic information system (GIS) software to make, interpret, and critique maps and other displays of spatial data and to apply such skills to practical community, commercial, or scientific problems. Spring
Instructor(s): Dan Ryan
Offered in 2005–2006 and then every other year.
SOC 129 Race and Ethnic Relations in the U.S. (1)
A holistic approach to race and ethnic relations in the U.S., emphasizing macro-sociological issues of race and ethnic group assimilation and discrimination. Examines the creation and maintenance of institutional racism and its relationship to other forms of social inequality, such as gender and class. Special attention is given to the federal system of government and other major societal institutions as they influence processes of elite and subordinate group formation and maintenance in American life. Fall
Instructor(s): Bruce Williams
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s): Multicultural Perspectives
SOC 132 Comparative Race and Ethnic Relations (1)
This course examines the relationship between race and ethnic stratification and the creation and maintenance of centralized national devotion or social stability in five heterogeneous nations: the U.S., Mexico, Nigeria, Northern Ireland, and Switzerland. Canada’s Quebec Province and the former U.S.S.R. will also be used as comparative examples. A comparative macro-sociological approach will focus on the conflict management roles of federal governmental and non-governmental systems. Spring
Instructor(s): Bruce Williams
Offered in 2005–2006 and then every other year.
Meets the following Gen Ed requirement(s): Multicultural Perspectives
SOC 134 Social Inequality (1)
Theories examining the dimensions, sources, and consequences of social inequality. The multidimensional nature of the U.S. stratification system. Pluralist and elitist views of the power structure. Sociological differences in life chances, life styles, and cultural values. Fall
Instructor(s): Staff
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
SOC 142 Medical Sociology (1)
Use of the sociological perspective in understanding the nature of disease, health, and medical care. Topics will include culturally based notions of health and illness, social roles of patients and health care providers, physician socialization, the distribution of diseases and medical resources, ethical issues in health care, and women in the health system. Fall
Instructor(s): Staff
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2005–2006 and then every other year.
Offered in alternation with: SOC 148
Note(s): Service Learning is optional.
SOC 144 Sociology of Childhood (1)
An examination of the impact of social structure on children and how children are active interpreters of their own lives. A review of the socialization process with an emphasis on the development of gender identity. The diversity of childhood experiences will be explored, as will social issues/policy associated with children and childhood. Spring
Instructor(s): Staff
Offered in 2005–2006 and then every other year. Offered in alternation with: SOC 147

SOC 145 Sociology of Education (1)
This course highlights diversity, acculturation, and quality in educating children and adults in the United States. It explores the dynamics of formal education as they reflect the norms, values, mores, and traditions of the society. Utilizing structural-functionalism, symbolic interaction, and conflict theories, we explore processes of social control and social change within educational systems and their attendant institutions. Additionally, U.S. educational policies are critically assessed using cross-national comparisons with Canada, Japan, and Germany. Spring
Instructor(s): Bruce Williams
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Note(s): Limited to 25 undergraduate and 6 graduate students.
Meets the following Gen Ed requirement(s): Multicultural Perspectives

SOC 147 Social Aspects of Cancer (1)
An examination of the psychosocial and sociodemographic factors associated with cancer. This course is designed to explore cancer’s myths and realities. It will focus on factors that contribute to cancer incidences, as well as consequences of the disease for individuals, families, and society. Cancer will be used as a basis for understanding major issues generally associated with chronic and terminal illness. Spring
Instructor(s): Staff
Offered in 2006–2007 and then every other year.
Offered in alternation with: SOC 144
Note(s): Service Learning is optional.

SOC 148 Sociology of Death and Dying (1)
A multidisciplinary approach to the subjects of death and dying, with an emphasis on dying as a social and cultural process. Aging will be considered as it relates to dying, and perceptions of death in various contexts will be discussed. The course will examine human response to death and dying, and the social functions of grief and mourning will be addressed. Fall
Instructor(s): Staff
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2006–2007 and then every other year.
Offered in alternation with: SOC 142

SOC 153 The Sociology of Everyday Life (1)
In this course in microsociology with a structural slant, we will examine the ways in which society ‘happens’ at the seemingly private and personal levels of the self, face-to-face interaction, and small gatherings. Topics include face, identity, embodiment, situated action, lived time and space, stage fright, multiple realities, and the social foundations of thinking. We will combine insights from Schutz’s phenomenological sociology, Simmel’s formal sociology, and Goffman’s symbolic interaction with the work of Natanson, Sacks, Zerubavel, and others to open the world of everyday life to sociological understanding. Spring
Instructor(s): Dan Ryan

SOC 158 Sociology of Gender Roles (1)
The origins of sexism, the reasons for its perpetuation, its relationship with racism and capitalism, and the prospects for its eradication. Spring
Instructor(s): Staff
Instructor consent required.
Offered in 2006–2007 and then every other year.
Prerequisite(s): SOC 055 and SOC 061
Meets the following Gen Ed requirement(s): Women and Gender
SOC 160 Political Sociology (1)
Introduction to the dynamics of power in society, from small group interactions to national and international actions and interactions. Emphasis is on the binding realities of symbolic meanings and the cultural processes of American political development and participation. Special attention is placed on the interactive affects and effects of the economy, race/ethnicity, gender, nation-building, and federalism on modern political processes. Spring
Instructor(s): Bruce Williams
Offered in 2005–2006 and then every third year.
Prerequisite(s): SOC 055
Meets the following Gen Ed requirement(s):
   Multicultural Perspectives

SOC 161 Comparative Sociology: Canadian Society (1)
An examination of contemporary Canadian society with special emphasis on the development of social institutions since 1867. Political, social, economic, and cultural developments will be compared and contrasted with developments in the United States and Britain. The roles of bilingualism, religious dualism, multiculturalism, monarchism and parliamentary democracy, regionalism and federalism, and nationalism and continentalism on the development of Canadian society will be analyzed critically. Fall
Instructor(s): Staff
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Offered in 2007–2008 and then every third year.

SOC 180 Special Topics in Sociology (1)
Exploration of themes and/or topics not offered as part of the regular curriculum. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Offered in 2005–2006 and then every other year.

SOC 183 Advanced Seminar in Sociology (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff
Open to undergraduates only.
Note(s): Consent of instructor needed for juniors and non-majors only.
Prerequisite(s): SOC 190

SOC 187 Field Work Study in Sociology (1)
Supervised field work study for advanced students. Arranged through instructors. Fall
Instructor(s): Staff
Instructor consent required.
Pass/No Pass only.
Prerequisite(s): SOC 091 and SOC 116
This course may be taken two times.

SOC 188 Field Work Study in Sociology (1)
Supervised field work study for advanced students. Arranged through instructors. Spring
Instructor(s): Staff
Instructor consent required.
Pass/No Pass only.
Prerequisite(s): SOC 091 and SOC 116
This course may be taken two times.

SOC 190 Proseminar (1)
This course builds upon the skills and knowledge gained in the earlier sociology and anthropology courses and lays the groundwork for conducting original research for the senior thesis. Students will select topics for their research, construct research questions, review and analyze the existing literature, and develop proposals detailing the strategies that they will use in conducting original research. Spring
Instructor(s): Staff
Instructor consent required.
Letter grade only.
Note(s): Junior standing.
Prerequisite(s): SOC 091 or ANTH 091

SOC 191 Senior Seminar (1)
Directed original research and senior projects. Fall
Instructor(s): Staff
Letter grade only.
Note(s): Senior standing; consent of instructor for juniors and non-majors.
Prerequisite(s): SOC 190

SOC 194 (094) Sociology of Mass Communication (1)
See SOC 094 in Sociology.
Faculty: Professional Interests

Carlota Caulfield
- 20th-century Spanish and Latin American poetry, the avant-garde, contemporary literature of Spain and Latin America, Hispanic-Jewish studies, Hispanic cultures, Hispanic/Latino writers in the U.S.

Héctor Mario Cavallari
- Contemporary Latin American literature, Hispanic cultures, literary criticism, critical theory, Hispanic cinema, cultural studies

Stressing the value of language and cultural study at the college level, we centralize the importance of developing a comprehensive linguistic exploration within a multicultural, woman-centered liberal arts environment. In accord with the mission of Mills College, the Spanish and Spanish-American Studies Program offers you an ideal academic setting and numerous opportunities to sharpen your skills and broaden your understanding of the language, literatures and cultures of the world’s Spanish-speaking peoples. Our Program is guided by the notion that socially responsible women in today’s world must be equipped to cross linguistic and cultural boundaries. Consequent with this principle, our lower- and upper-division courses offer you a unique educational experience to help you meet the complex challenges that characterize today’s globalized world.

In a country which now has more than twenty million native Spanish speakers, with a large percentage of them right here in California, the study of Spanish is rapidly becoming an essential part of virtually any field of learning. Here in the San Francisco Bay Area, for example, there is an acute need in schools, hospitals, and local government for professionals who speak Spanish and who are sensitive to the many layers and complexities of Spanish, Latin American, and Latino/a cultures. To meet this growing need, we have redesigned our Spanish and Spanish-American Studies curriculum to offer a flexible course of study for both the major and non-major.

For the major, we offer courses in Latin American literature and culture and in the history of Hispanic and pre-Hispanic civilizations. In upper-division courses, the Spanish and Spanish-American Studies student has the opportunity to acquire a solid knowledge of the richness of Hispanic literary and cultural traditions. The Program faculty’s main objective is to prepare the student for graduate studies in Spanish or for work in any field requiring exceptional skills in Spanish and an understanding of Hispanic culture. For the non-majors, we offer several options. Our basic offering is, of course, our lower-division courses. All our language classes emphasize, from the very beginning, learning to use Spanish to communicate. From the first day we speak Spanish in the classroom and in the student-lead Spanish Club. Conversations in class are lively as students learn to communicate in their new language.

We make an effort to ensure that our students become as fluent as possible. To this end, we encourage them to study in Latin America or Spain for one of two semesters through various Study Abroad programs with which Mills is affiliated. This gives the student an invaluable opportunity to perfect her language skills and to obtain firsthand knowledge of the areas which she is studying. We also encourage all of our students to increase their knowledge of Hispanic cultures by taking advantage of a wide variety of events in the Bay Area. These are complemented by our own annual Speaker Series, Film Series, and guest lecturers. Recent topics in our Series include “Images of Women in Cuban Literature,” “Rethinking Cultural and National Identity,” “Images of Hispanic Women in Film,” and “Memory and Imagination.” Additionally, a wealth of monographs, serials, and online resources is available to support your work in Spanish and Spanish-American Studies. The Special Collections of Olin Library include the Arturo Torres-Rioseco collection of 20th century Latin American literature, and early 20th century limited editions with original etchings, including Ovid, illustrated and signed by Pablo Picasso.

For those who envision training in Spanish language and culture as an auxiliary skill to be coupled with another field of study, we offer a very interesting minor in Spanish requiring only a total of 6.0 Mills credits to complete. The two second-year (intermediate level) Spanish courses, Spanish 3 and Spanish 4, do count as part of the credit for a Spanish minor.
Spanish & Spanish American Studies Major
(10 semester course credits)

Language requirement:
Completion of 2 years of Spanish (College level IV or equivalent) before beginning the sequence of upper-division requirements

Required:
- SPAN 101 Composition and Conversation (1)
- LET 131 Aspects of Hispanic-American Cultures (1)
- SPAN 140 Introduction to Hispanic Literatures (1)

Senior requirement
- SPAN 191 Senior Thesis (1)

And, in consultation with the major advisor, 4 upper-division courses offered in Spanish. Completion of two years of study in a second language offered at Mills or through cross-registration, may be substituted for 2 upper division credits.

And, select 2 electives from among Letters courses or related disciplines. We recommend LET 010, Introduction to Literary Criticism, plus one other course.

Spanish & Spanish American Studies Minor
(6 semester course credits, which may include two language courses at the second year level.)

Required:
Completion of two years of study (college level IV or equivalent) in Spanish or 2 other SPAN courses for students who have already achieved second-year language proficiency before beginning their coursework in the minor.
- LET 131 Aspects of Hispanic-American Cultures (1) or
- SPAN 140 Introduction to Hispanic Literatures (1)

And, 3 upper-division course credits in Spanish and Spanish-American Studies

Students, in consultation with their advisor, may substitute one of the 3 upper-division courses with a course in a related discipline.

Courses

SPAN 001 Elementary Spanish I (1)
Introduction to basic elements of the language; development of skills in reading, writing, and conversation through use of texts and language laboratory. Equivalent to two years of high school Spanish. Fall
Instructor(s): Staff

SPAN 002 Elementary Spanish II (1)
Introduction to basic elements of the language; development of skills in reading, writing, and conversation through use of texts and language laboratory. Equivalent to two years of high school Spanish. Spring
Instructor(s): Staff
Prerequisite(s): SPAN 001
Instructor consent required.

SPAN 003 Intermediate Spanish III (1)
Readings in contemporary Hispanic culture and literature; conversation, grammar review, and the development of writing skills. Fall
Instructor(s): Staff
Prerequisite(s): SPAN 002
Instructor consent required.

SPAN 004 Intermediate Spanish IV (1)
Readings in contemporary Hispanic culture and literature; conversation, grammar review, and the development of writing skills. Spring
Instructor(s): Staff
Prerequisite(s): SPAN 003

SPAN 051 Spanish for Spanish Speakers: Language, Culture, Identity (1)
A course designed for Spanish speakers who demonstrate an ability to understand and produce Spanish but who lack significant previous formal instruction in the language. The main goal is to capitalize upon students’ home-background and existing language skills, expanding the knowledge base and developing reading and writing skills. Special attention is given to the diverse cultural contexts and dimensions of Spanish as components in the recovery and development of students’ identity formation process. Fall
Instructor(s): H. Mario Cavallari & Carlota Caulfield
Pass/No Pass only.
Limit 15 students.
Open to undergraduates only.
Note(s): Open to all Heritage/Home Background Spanish Speakers students only.
Recommended Course(s): SPAN 101
SPAN 101 Composition and Conversation (1)
Improvement of oral and written skills, including vocabulary building, use of idioms, and syntactical and stylistic problems, through contemporary readings and composition. Emphasis on developing the student’s ability to write clear, coherent, and authentic Spanish prose. Spring
Instructor(s): Carlota Caulfield, H. Mario Cavallari
Limit 15 students.
Prerequisite(s): SPAN 004

SPAN 140 Introduction to Hispanic Literatures (1)
Emphasizes the acquisition of skills for enhancing reading literacy in a wide format of Hispanic texts. Special regard is given to the explicative power of words at the expository, figurative, and literary levels of each work. Through the commentary of meaning, form, and structure, the course provides basic analytical tools and historical background for approaching the formal study of Hispanic literature. Spring
Instructor(s): Carlota Caulfield, H. Mario Cavallari
Prerequisite(s): SPAN 004
Meets the following Gen Ed requirement(s): Multicultural Perspectives

SPAN 172 Voices in Hispanic Poetry (1)
Presents the development of the major movements and exponents that have shaped and defined Hispanic poetry. Topics include contemporary women poets from Spain, Latin America, and the U.S.; Spanish mystics; Spanish post-Civil War poetry; the vanguardias in Spain and Latin America; and Los Novisimnos. Fall
Instructor(s): Carlota Caulfield
Offered in 2006–2007 and then every other year.
Prerequisite(s): SPAN 140

SPAN 173 The Latin American Short Story (1)
Study of major Latin American literary movements and systems of textual representation as reflected in the development of short fiction from the early 1800’s to the present. Spring
Instructor(s): H. Mario Cavallari
Instructor consent required.
Offered in 2006–2007 and then every other year.
Note(s): Consent of instructor for non-majors
Prerequisite(s): SPAN 140
Meets the following Gen Ed requirement(s): Multicultural Perspectives, Women and Gender

SPAN 175 The 20th Century Hispanic Novel (1)
A study of the major trends in the contemporary Latin American and Spanish novel and novela corta, through the best-known texts of representative authors such as Arenas, Bombal, Carpentier, Glantz, Cela, Martín Santos, and Martín Gaite. Spring
Instructor(s): Carlota Caulfield, H. Mario Cavallari
Offered in 2005–2006 and then every other year.
Prerequisite(s): SPAN 140

SPAN 180 Special Topics in Hispanic Literatures (1)
This course is designed to provide a well-defined framework for the study of special themes that are relevant to a deeper understanding of diverse aspects of Hispanic literatures. Topics include: Surrealism; visual arts and literature; and contemporary Hispanic theater. Fall
Instructor(s): Carlota Caulfield
Prerequisite(s): SPAN 140
Meets the following Gen Ed requirement(s):
Creating & Critiquing Arts, Women and Gender

SPAN 183 Advanced Seminar in Spanish Literature (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall
Instructor(s): Carlota Caulfield, H. Mario Cavallari
Open to sophomores, juniors, and seniors only.
Offered in 2006–2007 and then every other year.

SPAN 191 Senior Thesis (1)
An independent research project that focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. Fall
Instructor(s): Carlota Caulfield, H. Mario Cavallari

SPAN 192 Senior Thesis (1)
An independent research project that focuses on a topic selected in consultation with the major advisor. Normally completed in conjunction with a regularly scheduled advanced literature course. Spring
Instructor(s): Carlota Caulfield, H. Mario Cavallari
The SAW program offers selected students an intensive three-module, four-week course of socio-logical inquiry, English, and mathematics, logic and computers.

The course is framed around the intersection of race, ethnicity, class, gender and sexual orientation. This theme is used as the basis for developing critical thinking skills, enhanced reading and writing skills, leadership skills, and an appreciation and respect for diversity.

The SAW course includes lectures, readings, videos, class discussions, computer lab assignments, a vocabulary workshop, and papers and final examinations. Course activities are graded on a Pass/No-Pass basis that is determined by summer performance and attendance and participation in the SAW academic year support program run by the Office of Student Life.

**Faculty: Professional Interests**

**Ellen Spertus**
- Information retrieval, the Internet, social issues, computer architecture, compilers

**Ajuan Mance**
- African American literature and cultural studies, 19th century American literature, gender studies, African American art

**Bruce B. Williams**
- Economic development and social change, comparative race and ethnic relations, historical sociology, urban sociology, rural sociology

**Courses**

**SAW 001 Summer Academic Workshop (1)**

The four-week course focuses on the intersection of race, ethnicity, class, gender and sexual preference. At-risk students are introduced to college level work through 76 hours of rigorous classroom instruction. The course has three integrated, logically connected modules of Sociology, English and Mathematics and Computers. The English instructor uses the primary text from the Sociological Inquiry module, and the Mathematics/Computer module incorporates the unifying theme as a basis for enhancing mathematics, logic and computer skills. **Summer**

*Instructor(s): Staff*
*Pass/No Pass only.*
*Note(s): Limited to SAW students.*
Changes in women’s roles throughout the world are among the most deeply transforming forces in contemporary society. The social movement of women has a long and rich history, yet it is in recent decades particularly that we have witnessed an explosion of knowledge about the roles, status, experiences, and achievements of women.

The interdisciplinary field of women’s studies integrates the perspectives and methods of many research disciplines with the aim of providing a cohesive understanding of the complex interactions between gender and social structure, personality, behavior and cognition, historical development, and creative expression. Some of the specific issues addressed in women’s-studies courses include the roles of women in their communities—both their individual contributions and their function as a class in the economy and in society; the nature of the family; the recovery of women’s distinctive intellectual and artistic achievements; the nature and extent of the commonalities as well as the racial, class, and national differences in women’s experiences; the origin and perpetuation of sex roles; and the dynamics of change.

Mills was one of the first colleges to offer a major in women’s studies. A special feature of the major is a field-work project with one of the many women’s organizations in the Bay Area. While a student’s academic courses will address the position of women from a variety of standpoints, she will be expected to focus primarily on one discipline, such as sociology, history, visual arts, or literature. This focus will be reflected in the senior project, a major investigative or creative work undertaken with the guidance of 2 faculty members.
Historical Perspectives. Select one course:

- ARTH 190 Seminar: Contemporary Women Artists and the Feminist Art Movement (1)
- ARTH 192 Seminar: Women in European Art and Society, 1400–1700 (1)
- ARTH 193 Seminar: The Female Nude in Western Art (1)
- ETHS 052 African American Women’s History (1)
- ETHS 054 American Indian History to 1900 (1)
- ETHS 112 Race, Gender, and the Environment (1)
- ETHS 166 Women of Color in Social Movements (1)
- ETHS 159 History of Latinas/os in the U.S. (1)
- ETHS 172 American Indian Women in the U.S. (1)
- HIST 160 History of Women in America (1)

In consultation with your advisor, select two courses from two of the following three areas; courses are selected from the List of Approved Courses (total of 4):

Arts: ARTH, MUS
Literature: ENG, ETHS, LET, FREN, SPAN
Social Science: ANTH, ETHS, HIST, PSYC, SOC, SOCS

List of Approved Courses:

- ANTH 161 Cross-Cultural Perspectives on Women (1)
- ARTH 137 Art of the 20th Century (1)
- ARTH 139 (239) History of Performance Art (1)
- ARTH 190 Seminar: Contemporary U.S. Women Artists and the Feminist Art Movement (1)
- ARTH 192 Seminar: Women in European Art and Society, 1400–1700 (1)
- ART 193 Seminar: The Female Nude in Western Art (1)
- COLL 060C Degas and the Dance (1)
- COLL 060D European Women from Antiquity to Modern Times (1)
- COLL 060L Women and the Holocaust (1)
- COLL 060J (Dead) Angels: Mothers and Daughters in Fiction and Theory (1)
- ECON 117 Women and the Economy (1)
- ENG 063 Survey of American Literature I (1)
- ENG 064 Survey of American Literature II (1)
- ENG 066 Survey of British Literature (1)
- ENG 074 (174) The Bible as Literature (1)
- ENG 115 Shakespeare (1)
- ENG 131 18th-Century Poetry and Prose (1)
- ENG 132 18th-Century English Novel (1)
- ENG 158 Contemporary Fiction by Women (1)
- ENG 171 Social Action and the Academic Essay (1)
- ENG 176 The Victorian Period: Prose, Poetry, and Drama (1)
- ENG 181 The British Novel in the 20th Century (1)
- ENG 188 The 19th-Century British Novel (1)
- ENG 183 Advanced Seminars in English. (1) Approved Topics: Virginia Woolf; Clarissa; The Gothic; Women in American Fiction
- ETHS 039 Raices (Roots) Latin America and the Caribbean (1)
- ETHS 042 (142) Ethnicity & Environment in California (1)
- ETHS 051 Introduction to Ethnic Studies (1)
- ETHS 052 African American Women’s History (1)
- ETHS 054 American Indian History to 1900 (1)
- ETHS 064 Mixed Race Descent in the Americas (1)
- ETHS 112 Race, Gender, and the Environment (1)
- ETHS 117 20th Century African American Literature (1)
- ETHS 139 Asian/Pacific American Women Writers (1)
- ETHS 150 Womanist Theory (1)
- ETHS 156 Contemporary Queer Writers of Color (1)
- ETHS 157 Race, Gender and the Criminal Justice System (1)
- ETHS 159 History of Latinas/os in the U.S. (1)
- ETHS 166 Women of Color in Social Movements with Service Learning (1)
- ETHS 172 American Indian Women in the United States (1)
- ETHS 188 Film, Color, and Culture: Images of People of Color in Cinema (1)
- FREN 132 Introduction to Francophone Cultures (1)
- FREN 162 Aesthetics of the Body in Literature (1)
- FREN 170 Orientalism in the Novel (1)
- SPAN 172 Voices in Hispanic Poetry (1)
- SPAN 175 The 20th-Century Hispanic Novel (1)
- SPAN 180 Topics in Hispanic Literatures (1)
Courses

WMST 071 Introduction to Women’s Studies (1)
An introduction to basic women’s studies concepts and theories, drawing on methodologies and content of multiple disciplines. The course will explore differences as well as commonalities of women’s experiences, and provide a foundation for more advanced work in women’s studies. Fall
Instructor(s): Kirsten Saxton
Meets the following Gen Ed requirement(s): Women and Gender

WMST 094 Feminist Social Ethics (1)
An analysis of ethical issues of current concern including preferential hiring, sexual harassment, pornography, rape, and reproductive issues such as abortion, sterilization, and surrogacy. Spring
Instructor(s): Elizabeth Potter
Meets the following Gen Ed requirement(s): Women and Gender

WMST 106 Women’s Leadership: History and Theory (1)
This class will focus on the experiences of women leaders in selected historical eras, framing their lives and contributions against a background of theories of leadership. Feminist discourse regarding leadership language as patriarchal and divisive will be presented. A survey of research and theoretical literature on women’s styles of leadership, as well as on institutional and personal barriers to women’s equal participation in leadership roles, will be directed toward assisting students in applying this knowledge to the development of personal awareness of their leadership practices and potential. Spring
Instructor(s): Staff
Recommended Course(s): WMST 104

WMST 134 Women Re-defining Security (1)
Analysis of relationships among such issues as interpersonal violence, job insecurity, food insecurity, environmental contamination, and war, with discussion of contributing factors and of women’s conceptions of genuine security and their strategies to create security in their communities. Particular attention to gender, race, class, and nation. Spring
Instructor(s): Staff
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): WMST 071 or SOC 055 or GOVT 017
Recommended Course(s): GOVT 085, ETHS 112, PPOL 010
WMST 180 Special Topics in Women’s Studies (1)
Topics will address women’s and gender issues. Recent topics include Gender and Science, Feminist Film Theory, Western Religious Traditions and the Role of Women, Feminist Theories/Feminist Theologies, World Religions: Women’s (W)Rites/Rights. Fall and Spring
Instructor(s): Staff
Letter grade only.

WMST 182 (282) Feminist Theories (1)
An examination of contemporary theories of women’s identities and oppression, with particular attention to the mutual construction and the intersections of gender, class, race, nationality, and sexuality. Fall
Instructor(s): Elizabeth Potter
Instructor consent required.
Open to sophomores, juniors, seniors, and graduate students.
Prerequisite(s): SOC 061 or WMST 071 or WMST 094

WMST 183 Advanced Seminar in Women’s Studies (1)
In-depth examination of and critical inquiry into a specific subject through shared readings, discussion, and written assignments. Course content to be determined by the instructor. May be repeated for credit when topics differ. Fall and Spring
Instructor(s): Staff

WMST 187 Field Work Study in Women’s Studies (1)
Supervised field work study for advanced students. Arranged through instructors. Fall
Instructor(s): Staff
Pass/No Pass only.
This course may be taken two times.

WMST 188 Field Work Study in Women’s Studies (1)
Supervised field work study for advanced students. Arranged through instructors. Spring
Instructor(s): Staff
Pass/No Pass only.
This course may be taken two times.

WMST 191 Senior Project (1)
Advanced independent investigative or creative work building on the student’s courses and academic focus, undertaken with the guidance of two faculty members. Fall
Instructor(s): Elizabeth Potter
Letter grade only.
Open to majors only.

WMST 192 Senior Project (1)
Advanced independent investigative or creative work building on the student’s courses and academic focus, undertaken with the guidance of two faculty members. Spring
Instructor(s): Elizabeth Potter
Letter grade only.
Open to majors only.
Graduate Degree, Certificate, and Credential Programs

Residence Facilities for Graduate Students

Degree Programs

Certificate and Non-Degree Programs

Teaching Credentials, Permits, and Specializations
Mills offers graduate degrees or certificates in the programs listed below and post-baccalaureate study in several areas; it also recommends qualified students for teaching credentials in California and other states. Graduate students in these programs may participate in undergraduate classes. Contact the Office of Graduate Studies for a catalog and detailed information on admission requirements, fees, and specific courses. The application deadline for fall is February 1; applications for spring are due November 1.

Note: Some programs do not accept applications for spring admission.

Residence Facilities for Graduate Students
Graduate women have the option of living in any upper-class residence hall, Ross House, Prospect Hill Apartments, or Ege Hall, a coeducational environment. Graduate men will only be assigned to Ege Hall. Graduate students with families may apply for the Underwood Apartments.

Degree Programs

Master of Arts
- **Interdisciplinary Computer Science**: with emphasis on a chosen liberal arts discipline (Drama, Linguistics, Music, etc.)—see description under Mathematics and Computer Science.
- **Dance**: with emphasis on dance history and criticism Intermedia Arts Program
- **Education**: with emphasis on early childhood education, the hospitalized child, early childhood special education, or teacher certification
- **Educational Leadership**
- **English**: with emphasis on English and American Literature
- **Infant Mental Health**
- **Integrated BA/MA Program in Mathematics**: with emphasis on graduate/research mathematics in algebra, algebraic geometry, analysis, biostatistics and mathematical biology, combinatorics, computational mathematics, geometry, linear algebra, logic, number theory, representation theory, or topology.
- **Music**: with emphasis on composition
- **Public Policy**

Master of Business Administration

Master of Fine Arts
- **Studio Art**: with emphasis on ceramics, painting, photography, sculpture (includes installation), or intermedia (electronic arts and video arts)
- **Dance**: with emphasis on choreography and performance
- **English**: with emphasis on creative writing
- **Music**: with emphasis on performance and literature or electronic music and recording media

Doctor of Education in Educational Leadership

Certificate and Non-Degree Programs

Post-baccalaureate certificate programs in computer science offer courses of study tailored to individual needs and prepare students to enter careers in the computing field or to gain admission to, and succeed at, strong graduate schools of computer science.

Post-baccalaureate premedical study offers undergraduate courses in an encouraging and supportive setting to women and men with the BA or BS degree who lack the science background needed to pursue graduate studies and careers in the health sciences.

Second baccalaureate degrees: Students who hold the Bachelor of Arts degree and wish to enroll for additional undergraduate courses may be admitted either as candidates for a second bachelor’s degree or as special graduate students (see below). Individuals pursuing a second undergraduate degree are not eligible for scholarship/grant assistance, but they may apply for Federal Stafford Loans. Information and application forms are available at the M Center at 510.430.2000.

Special graduate students may take Mills courses in the graduate or undergraduate curriculum on a space available basis, with departmental approval, and must complete the application process outlined in the graduate catalog.
Teaching Credentials, Permits, and Specializations

Mills College prepares and recommends qualified students for a variety of California teaching credentials. Information regarding these programs can be obtained from the Office of Graduate Studies at 510.430.3309.

Multiple Subjects and/or Single Subject Teaching Credentials for teaching in California elementary, junior high, and secondary schools.

Early Childhood Special Education Specialist Credential for working with high-risk infants and preschool-aged children in early intervention and preschool special education.

Children’s Center Instructional and/or Supervisor Permits for teaching in and/or administration of state children’s centers.

Specialization of Competence for Child Life in Hospitals including Child Life Worker and Child Life Specialist, leading to certification with the Child Life Council.
Student Life

Student Standards
Athletics and Recreation
Career Center
Chaplain
Community Life
Counseling and Psychological Services
Health Services
International Students
Residential Life and Housing
Resuming Student Life
Services for Students with Disabilities
Student Activities
Student Diversity Programs
Dedicated to assisting students in becoming a force for positive change in the campus community and the greater society, the Office of Student Life is committed to engaging students beyond the classroom to assume responsibility for their own behavior, experientially develop their own skills, and become aware and cultivate their own strengths. Through active participation in diverse co-curricular opportunities and by taking advantage of services offered through the Office of Student Life, students become engaged in student life and enhance their learning, exploration, and sense of community.

Student Standards
As members of the Mills College community, students share responsibility for maintaining an environment in which the rights of each individual are respected. The personal and academic integrity of every person strengthens and improves the quality of life for the entire community. This is vital in striving towards a welcoming and supportive climate in which all people are respected and free to express differing ideals and opinions.

The Honor Code and Student Code of Conduct
Mills College expects students to recognize the strength of personal differences while respecting institutional values. Students are encouraged to think and act for themselves; however, they must do so in a manner consistent with the behavioral standards established for the College community. The purpose of the Student Honor Code and Student Code of Conduct is to communicate these values and standards to the College community and promote an environment conducive to education, work, recreation, and study. Consult the Student Handbook for complete information on the Honor Code and other college policies affecting students.

Campus Computing Policy
Students are encouraged to use the College computing systems for academic work as well as communication on and off campus. Such open access is a privilege, and it requires that individual users act responsibly in using Mills computing facilities, following electronic copyright laws, and respecting intellectual property rights of others.

Consult the Student Handbook for complete information on the Mills Computing Agreement.

Drug Free Campus Policy
Each student at Mills is considered an adult who assumes personal responsibility for her own conduct. Mills students are expected to comply with all state and federal laws as well as College policies regarding alcoholic beverages and other drugs, prescription or illicit.

The Student Handbook provides a complete description of the alcohol policy and regulations, guidelines, and procedures for student-sponsored events that may include alcohol and the sanctions regarding alcohol or illegal drugs on campus.

Athletics and Recreation

Intercollegiate Athletics
At Mills, athletics is not the peak of one’s sports career; it is the beginning of a new way of life—one in which all women can discover how to find self-satisfaction by challenging themselves out there to do things that they did not think were possible, to be resilient, and to enjoy the process. The two things that all Cyclones have in common are a desire to grow as a person and a willingness to make a commitment to a team. Cyclones are traditional-age students, mothers, people who are new to a sport, seasoned athletes, Cal Pac All-Conference Award winners, national championship qualifiers, and NAIA Scholar-Athlete All-Americans.

Six intercollegiate sports are offered: cross country, rowing, soccer, swimming, tennis, and volleyball. Mills College is affiliated with the NCAA Division III, and as such does not offer athletic scholarships.

For more information, visit the Athletics, Physical Education and Recreation website, call 510.430.2172, or drop by the APER department offices in Haas Pavilion.

Recreation
The recreation program at Mills offers something for everybody! Opportunities include outdoor adventures and recreational excursions, as well as special events and classes that can be enjoyed on campus. Outdoor adventures may include sea kayaking, horseback riding, camping, day hiking, rock climbing, backpacking, and snowshoeing.

The recreation program also offers a wide variety of relaxing and entertaining opportunities, like the Walk/Run Club, the Health Fair, or trips to a Calistoga spa or A's baseball tailgate party.

Students are encouraged to use the recreational facilities, including a well-equipped fitness center,
six outdoor tennis courts, aquatic facility with state-of-the-art pool and outdoor spa, multipurpose gymnasium, soccer field, and walk/run trail. Lockers can be checked out at the fitness center. Tennis keys can be purchased at Haas 103 or the aquatic center for a nominal fee.

For more information about recreational opportunities and facilities, check our website, call 510.430.2172 or visit the department of Athletics, Physical Education and Recreation in Haas Pavilion.

Career Center
The Career Center, located in the Cowell Building, offers a vast array of resources and services that includes: individual career counseling, career exploration seminars, campus work study jobs, internship opportunities, graduate school presentations, job search workshops, employment listings, internet and print resources, and access to the Alumnae Career Network. Whether you are a first-year student, a transfer student, or a graduate student, and majoring in Fine Arts, Letters, Natural Sciences, or the Social Sciences, early and continued use of the Career Center is highly encouraged.

Individual career counseling is available for personalized exploration of interests, values, experience, and skills. This information can be invaluable in choosing a major and for considering career options for your future.

The varied skills and interests of a liberal arts student will be an asset in the workplace of the future. Use the Career Center’s services to help identify talents and skills and determine how and where to use them.

Visit the Career Center website for the event calendar and other helpful links.

Chaplain
The Office of the Chaplain offers opportunities for spiritual and ethical development in multiple ways. Programs include a weekly worship service, the annual Baccalaureate service for graduating students, and the annual Festival of Light and Dark, an interfaith celebration of winter holidays. Special programming is held throughout the academic year, and students are invited to suggest and to help plan these events. The chaplain is also available to support the College community in moving through life transitions by assisting in rituals of passage such as weddings, memorial services, baptisms, blessings, and other celebrations. Students are encouraged to explore religion and spirituality both as an intellectual discipline and as a personal dimension of human experience. The chaplain can provide support and perspective through individual conversation and counseling. The chaplain also can provide information and referral regarding major faith traditions and their local places of worship. Resources for the academic study of religion are available.

Commuting Life
Mills actively encourages commuting students to become full participants in campus life. Commuters can still be involved in campus life and take advantage of various opportunities to enrich their college experience. Mills provides a variety of special services and opportunities to students who commute to campus each day. Commuters can become familiar with Suzie’s Community Lounge and consider it their “living room” on campus.

Suzie’s Community Lounge
This lounge provides great space for the Mills community to come together and is located in the Student Union, right off Suzanne Adams Plaza. The lounge has areas for rest, study, meeting friends, or holding meetings. It also has a pool table, television, video game machine, telephone, and a bulletin board with information about campus events. Conveniently located close to Suzie’s Community Lounge are a kitchen, nap room, computer room, and lockers designated just for our commuting students. Commuting students may obtain a key to these spaces from the Public Safety Office. Proof of current registration is required.

The Lounge Manager will hold an orientation meeting at the beginning of each semester. This Manager will also arrange other social events throughout the year to engage commuters in the Mills community.

Commuting students can purchase Mills Points from HMDS, Sage Hall Room 138. Points may be used at Founders Commons, in other residence hall dining rooms, and in the Tea Shop.

Commuting students may arrange to stay overnight in a guest room for a fee. Commuting students find guest rooms particularly useful during midterms and finals, or when they want to stay on campus late in the evening. Guest rooms should be reserved one week in advance through the Conference Office, 510.430.2145.
Counseling and Psychological Services
College life poses numerous challenges to students inside and outside the classroom: developing friendships and intimate relationships, balancing academic, work, and social commitments with self-care, changing relationships with family of origin, adjusting to group life in the residence halls or the pressures of a daily commute. Young women may be at a point in their lives when they are exploring aspects of personal identity, core values, sexuality, career interests, and social roles. Resuming women and graduate students may experience both similar and different pressures, as they balance personal and family needs and return to an academic environment after a period of absence.

When these or other concerns interfere with students' academic achievement and sense of well-being, the staff at Counseling and Psychological Services (CPS) is here to help. The Counseling Center offers brief individual, couple and group therapy to all students and provides educational workshops and discussion groups on a periodic basis. CPS staff also provides referrals to off-campus resources for ongoing psychotherapy and/or psychiatric medication.

Counseling and Psychological Services is located in the Cowell Building. Hours are Monday–Friday, 9:00 am to 5:00 pm. Students can call 510.430.2119 or drop by to make an appointment.

Health Services
All full-time registered undergraduate students at Mills, resident and non-resident, are entitled to basic medical services at the Tang Center Health Service on the UC Berkeley campus. The Tang Center provides very comprehensive primary clinical services, and students are eligible for additional services in Health Promotion and Social Services. Highly qualified medical clinicians at the Tang Center can provide most of the medical services students will need during their time at Mills. The cost of this service is included in the Campus Comprehensive Fee. In addition, students are automatically assessed for and enrolled in the UCB Student Health Insurance Plan (SHIP), also known as Major Medical, which provides for catastrophic medical care. SHIP provides for year-round specialty and emergency care, and hospitalization. Students have the option to waive out of SHIP if they show evidence of comparable major medical insurance coverage by the stated deadlines. The Mills Shuttle provides regularly scheduled transportation to the UC Berkeley campus on a daily basis for appointments at the Tang Center.

For further information, the Health Program Director can be contacted at 510.430.2119. Students can also call 510.642.5700 to reach the Student Insurance Office at UC Berkeley, or visit the Mills Health Program website.

International Students
Mills College welcomes international students and is proud to have them as part of our global learning environment. While all students experience new challenges when they enter college, international students may face additional adjustments when they first come to the United States. The International Student Advisor is available to help students make this transition. The International Student Advisor offers a variety of services to Mills international students including immigration advising and compliance, work permission, personal support and advocacy, and workshops. The Advisor also works closely with all members of the Mills community to ensure quality programming that fosters global awareness, promotes respect, and facilitates understanding of the many cultures represented at Mills. Further information is available online and by calling the Office of Student Life at 510.430.2130.

Residential Life and Housing
Living on campus with other students is a valuable part of the Mills educational experience. By choosing to live on campus, students immerse themselves in a learning environment in which they can focus on academic work, clubs, athletics, and student activities. And by participating in the community in which they live; e.g., joining a club, participating in hall council, or becoming a resident assistant—they are able to practice in their daily life the leadership skills that they cultivate in their classes. Students living on campus often plan and attend programs on educational topics to continue their learning outside the classroom. They also organize dances, movie nights, and other social activities. Classroom discussions are frequently continued in the halls, and there is lots of time to ponder questions of life with friends.

Mills also provides some apartment and cooperative housing options for students preferring an independent living arrangement. Housing assignments for entering students are made on
a first-come, first-served basis, so admitted students should return their housing forms and housing deposit as soon as possible. Although requests are considered and often granted, it is not always possible to accommodate everyone’s preferred choice.

Traditional-aged first-year students live in the freshwomen hall. Students living in this hall enjoy a community with their peers as well as special programming and guidance that facilitate their adjustment to college life.

Residential and Commuting Life
The residence hall staff assists in all aspects of college life. They live in the halls to help students understand how the College works and to link students with Mills resources. The Director of Residential and Commuting Life, Assistant Director of Residential and Commuting Life, and the Student Life Coordinator for Residential Life are professional College staff members. They coordinate counseling, personal advising, educational and social programming, day-to-day operations, and respond to emergencies. They are assisted by specially trained students who work in each hall as Resident Assistants (RAs).

Housing Management and Dining Services
For information about campus housing and dining services, contact the Housing Management and Dining Services office (HMDS), Room 138, Sage Hall. Email: housing@mills.edu. Phone: 510.430.2127.

Resuming Student Life
The Mills student body is a richly diverse population including many resuming students. Mary Atkins is the organization for commuting and residential resuming (over age 23) students.

Resuming students are very involved in campus activities and have a voice through participation on ASMC government boards and committees, as well as through social events and educational programs. The Director of Residential and Commuting Life serves as the advisor for all commuting and resuming students.

Mary Atkins Lounge
Undergraduate students who are over 23 years old are considered “resumers” and are members of the Mary Atkins Association. These are often women who are returning to college after a break in their formal education.

The Mary Atkins Lounge, located in the Student Union, serves many of the functions of a residence hall for non-resident students and provides a center for resuming resident students who wish to interact with other resumers. The Lounge provides a place to study quietly and another space for social activities. Mary Atkins women have a bulletin board with information about campus events, a telephone, computers, lockers, showers, a nap room, and a kitchen. A Lounge Manager for Mary Atkins is selected by the Office of Residential and Commuting Life to assist the lounge in planning programs and to serve as a liaison with campus administrators. The Lounge Manager and the Mary Atkins student government hold an orientation meeting at the beginning of each semester and many social events throughout the year. Resuming students may obtain a key to the lounge from the Public Safety Office. Proof of current registration is required.

Services for Students with Disabilities (SSD)
Mills College is committed to ensuring that all students thrive and are able to achieve their highest potential and goals, both academic and personal. When admitting students, we trust that they will engage and perform at a high level in the classroom, through their participation in residential living and leadership opportunities, and as members of the world community. As a part of the Office of Student Life, Services for Students with Disabilities is available to assure that support is available, that students’ needs are acknowledged and addressed, and that all Mills students are able to fully engage in their college careers. Mills College does not discriminate against qualified individuals with disabilities (in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and regulations thereunder) and provides reasonable accommodation(s), as required by law, in all education programs, activities, services, and practices, including application procedures, admissions, students assignment, course assignment, the awarding of degrees, and discipline. Educational opportunities will not be denied to an otherwise qualified applicant or student because of the need to make reasonable accommodation(s) or modification(s) for the physical or mental impairments of any individual. Students with disabilities are encouraged to contact the Coordinator before or soon after matriculation to ensure accommodation and equal access to housing, classes, programs.
and activities. Further information is available online or by calling the Office of Student Life at 510.430.2130.

Student Activities

Student Government

In 1915, the College delegated the power to students to establish their own government and the ability to participate in the process of setting regulations that govern their co-curricular lives. The Associated Students of Mills College (ASMC) was formed and all undergraduate students are members.

The ASMC provides a variety of leadership opportunities. The Executive Board is comprised of sixteen elected and appointed positions and the Legislative Congress is constituted by the elected class presidents and four at-large elected members. In addition, ASMC sponsors nearly forty student organizations that offer ample leadership opportunity and serve a range of student interests and passions. The ASMC plays a key role in student life both inside and outside of the classroom. They represent students at Board of Trustee meetings and on campus-wide planning and faculty committees. The ASMC represents the voice of the student body to the administration.

The experience of being an active member of the ASMC develops personal and professional skills useful in life at Mills and after graduation. The Student Activities Office works closely with the ASMC, providing advising at meetings and assistance with programming, and activities.

Events and Programs

Mills provides a calendar of events that offers students a wide array of co-curricular activities. One can enjoy a movie night, dance in the historic Greek Theater, or take a study break at Finals Snacks. Students have the opportunity to attend inspiring lectures given by notables such as: Chilean author, Isabel Allende; founder of the Children’s Defense Fund, Marian Wright Edelman; and labor activist, Dolores Huerta. They can also participate in or support fellow student performers at concerts and spoken word events. These are among the many programs coordinated by the Office of Student Life and Student Activities.

Mills Community Link

Mills Community Link, located in the Office of Student Life, serves as the hub of service learning and community engagement for the College. The Center is committed to connecting students, staff, and faculty with the community through both curricular and co-curricular service learning opportunities. To this end the Center maintains a listing of over 200 local community-based organizations, offers service learning workshops and seminars, and sponsors both on-going service opportunities and short-term service immersion experiences. For more information on how to get involved or list your agency, email mcl@mills.edu or stop by the Cowell building.

Student Diversity Programs

Student Diversity Programs sponsors initiatives to enhance awareness and appreciation of cultural and racial diversity and to promote a campus climate that engages multiculturalism and social justice. The Director of Student Diversity Programs serves as an advisor and advocate for women of color and their organizations, and other student organizations that represent groups who have historically been marginalized. Coalition building is a prime objective, as well as organizing various events that facilitate consciousness-raising on such issues as race, ethnicity, class, sexual orientation, gender, and disabilities. For more information about Student Diversity Programs, students can contact the Director at 510.430.3165.

Solidarity Lounge

Mills College is one of the most racially/ethnically diverse liberal arts colleges in the country. Approximately 35% of the total student population is comprised of Black, Latina/o, Asian Pacific Islander, and Native American undergraduate and graduate students. With such a strong presence, the Solidarity Lounge was established as a communal space for women of color and their allies. It is available for club meetings, retreats, dialogues, and studying. The Solidarity Lounge was created for people to come together to learn about, be aware of and honor each other’s differences as well as their similarities. The Lounge is open from 8:00 am–12 am Sunday through Thursday, and 8:00 am–1 am on Friday and Saturday. To reserve, call 510.430.3165.
Undergraduate Admission

Applying for Admission
Admission from International Schools
Early Admission Option
Transferring from Other Colleges
Non-traditional/Resuming Students
Visiting Students
Auditors
Deferrals
Due Before Enrollment
Mills College is looking for students who possess the potential and desire to succeed in a rigorous academic environment. We seek a diverse group of individuals who exhibit intellectual potential, strength of character, and a love of learning. Entrance is determined by a student’s overall record. While the greatest weight is placed on academic records, we also consider leadership skills, character, and special talents.

The purpose of our personalized application and admission process is to find students who will gain the most from the programs and opportunities that Mills offers. We look for students who want a college that will empower them and expand their horizons. We seek students who are ready to work hard to achieve their goals, women who will bring a wide variety of interests and backgrounds to the Mills community so that they can educate each other. (We also welcome a few male students into some of our undergraduate classes each year who may be participants in our cross-registration programs with local colleges and universities or our own graduate students.)

We have found that a student’s high school or college record is generally the most reliable predictor of her academic ability. The application, writing sample, test scores, recommendations, and an optional (but strongly encouraged) interview give further evidence of scholastic ability and personal promise. It is the combination of these factors that determines admission to the College.

We are most interested in understanding the prospective student as she is—as an individual—so we can determine whether Mills can meet her needs and goals. Therefore, all credentials submitted by the student should present her background, strengths, thoughts, and interests in the clearest possible manner.

While our subject requirements are flexible, we strongly recommend a full college preparatory course which includes: four years of English; two or more years of social sciences; two or more years of foreign languages; three or more years of mathematics; and two or more years of science. Secondary school alternative study programs of an academic nature, such as independent study and pass/no-pass courses, are given positive consideration if evidence is presented that confirms their value in preparation for college.

Applying for Admission

Application Deadlines

- November 15 for fall Early Action
- February 1 for fall priority scholarship consideration
- March 1 for fall entrance, regular decision
- April 1 for priority fall transfer entrance
- November 1 for spring entrance

Early Action Program

A non-binding Early Action program is available to first-year candidates. Applications are due November 15. Applicants will be notified of admission decisions in mid-December and have until May 1 to respond.

If you are applying for financial aid, you must submit your aid application and your admission application by the appropriate application deadline.

Admission decisions will be sent on a rolling basis beginning in December to fall applicants and in November to spring applicants.

All offers of admission are contingent upon maintenance of the standard of performance upon which admission was based for the balance of the applicant’s academic year.

In addition to the application for admission, the following credentials are required:

Secondary School Record

Candidates must submit an official high school transcript which includes courses in progress. All candidates must have a secondary school diploma or be eligible for one from an approved high school; students with a GED equivalency are also eligible for admittance and must submit evidence of successful completion.

Secondary School Report

All candidates applying from secondary school should submit this form to their guidance counselor, college advisor, or principal.

Recommendations

Forms are provided with the application for a recommendation from at least one teacher of an academic subject.

Entrance Examinations

The College Board Scholastic SAT Reasoning Test or the ACT is required for first-year applicants. A student’s overall record may be enhanced by the presentation of SAT-II subject tests.
Activities
A student’s extracurricular activities, including community service and/or work experiences, are considered as additional information. We particularly value students who have assumed leadership roles.

Interviews
An on-campus interview with an admission officer is strongly recommended as an opportunity for the College to become acquainted with the applicant and to acquaint the applicant as thoroughly as possible with Mills.

A student living 50 miles or more from campus may request an interview with an Alumna Admission Representative (AAR) in her area; a list is available from the Admission Office.

Students considering Mills are always welcome to visit the campus. Arrangements for an interview, tour, class visits, and, if desired, overnight accommodations in a residence hall, can be made by writing or telephoning the Office of Admission. Overnight visits are arranged Monday through Thursday when classes are in session. Special visiting programs are held throughout the academic year from September to April. Contact the Office of Admission for dates.

Office hours are 8:30 am to 5:00 pm weekdays. Interviews are offered between 9:00 am and 3:30 pm, Monday through Friday.

To contact the Office of Admission:
800.87.MILLS
510.430.2135 (for international or local students)
510.430.3298 (fax)

Admission from International Schools
International students and U.S. citizens applying from schools abroad must submit the following credentials in addition to the items noted in the section titled Admission from Secondary Schools.

School Records
A candidate must be eligible for a diploma from an approved high school and should be recommended for admission by her school. Students should submit certified copies of secondary school records and of all internal and external test results, college records, if any, and school certificates or matriculation examination scores. For records in other languages, we require the original and a certified translation. The secondary school transcript should include courses in progress.

Entrance Examinations
Entrance examinations required are the SAT Reasoning Test and Test of English as a Foreign Language (TOEFL), both administered by the College Board. The SAT is required of all international first-year and transfer applicants. The TOEFL is required of all students who are non-native speakers of English. The TOEFL is also recommended for any student who has been in a non-English-speaking culture for the previous three years or more. A minimum TOEFL score of 550 (or 213 CBT) is necessary to be considered for regular admission. (For information on provisional admission, please see below.) SAT-II subject tests are optional.

The College makes every effort to determine if a candidate is able to do successful college-level work in English. If, after the student arrives, it appears that she needs special help in English, she may have to obtain the services of a tutor at her own expense.

Financial Statement
A Certification of Finances form and supporting bank documentation are required for admission; it should document that the applicant is able to meet the cost of tuition, fees, room, board, and expenses in the United States for all years of attendance.

Provisional Admission for International Students
International applicants with a TOEFL score between 500 and 550, and who are otherwise academically qualified, may be admitted to Mills on a provisional basis. Provisional status enables students to take a maximum of two course credits at Mills while they take specialized English courses at the English Center for International Women. (See ECIW.) After successful completion of the ECIW courses with a grade of C or better and submittal of the results of the TOEFL with a score of 550 or higher, the student will be reviewed for formal admission to Mills. Students participating in this option pay for their Mills and ECIW classes on a per-course basis. Students are responsible for paying tuition both to Mills and to ECIW.

ECIW: English Language Courses for International Students
The English Center for International Women (ECIW), located on the Mills College campus, offers an intensive English program to prepare students for academic study. Beginning, intermediate, and advanced students study grammar, reading,
writing, conversation, listening comprehension, and academic skills on four proficiency levels for twenty-one hours each week. In addition to the skill-based core curriculum, there are elective classes such as Web Design, California Writers, Business Writing, and Idioms and Pronunciation. Provisional Mills students study at least nine hours weekly on the University Preparation level, learning skills necessary for success in the interactive classes at the College. Students also may take an optional TOEFL preparation class. The ECIW administers the TOEFL test twice each semester. ECIW students live on campus and participate in campus activities.

For further information, contact the English Center for International Women, Box 9968, Mills College, Oakland, CA 94613. The telephone number is 510.430.2234 or FAX 510.430.2259.

**Early Admission Option**

An Early Admission plan is offered to students who have exhausted the course offerings at the high school level and wish to enter Mills after completing three years of secondary school. Early Admission candidates should follow the regular fall first-year admission procedure. In addition, a letter from the principal of the secondary school indicating course acceptance and agreeing to award the high school diploma upon successful completion of the first year at Mills must accompany the student’s application. Please note that federal and state financial aid is not available to students who have not completed high school graduation requirements.

**Transferring from Other Colleges**

Transfer applicants have different deadlines for fall entrance. Priority consideration is given to applicants who submit required materials by April 1 for fall entry and November 1 for spring. Applicants will be considered on a space-available basis after priority deadlines. Please call the Office of Admission for additional information. For financial aid purposes, California residents applying for a Cal Grant must file the FAFSA and GPA Verification Form by the March 2nd deadline.

In addition to the application for admission, the following credentials are required.

**Secondary School Record**

Applicants should submit an official secondary school transcript indicating the student’s high school graduation. Proof of high school graduation or the GED is normally required. Applicants with an AA degree, but without a secondary school diploma or GED, may also be considered for admission.

**College Record**

Students currently enrolled in college should present a transcript that includes all subjects completed and courses in progress. An official transcript must be sent from each college attended.

Up to two years of a normal course load at an accredited community or four-year college is acceptable for transfer and usually will result in junior standing if all work is in the liberal arts curriculum. Not all course work taken at other colleges may be counted toward fulfillment of the Mills major or degree requirements; this will be determined by the Office of the Registrar in consultation with relevant Mills academic departments. A preliminary evaluation of transferable credit is provided upon admission.

**Entrance Examinations**

Transfer applicants must present the official results of the SAT Reasoning Test or ACT taken in the senior high school or college years if they have fewer than 24 transferable semester hours. Students presenting 24 or more transferable semester hours may omit this requirement. International transfer applicants must present the SAT-I results, regardless of the number of transferable semester hours earned. Exceptions to the standardized test requirement will be considered on a case-by-case basis.

**Recommendations**

Students are required to submit recommendations from two college instructors. Appropriate forms are included with the application.

**Interviews**

An interview is expected and is useful to the applicant in determining her eligibility for college study and in formulating her academic plans.

**Non-traditional/Resuming Students**

Resuming students are women aged 23 and older and now comprise one quarter of our undergraduate students. Resuming students apply for admission as transfer students if they have taken college classes or as first-year students if they have not.
Resuming students who experience difficulty in obtaining the required letters of recommendation are encouraged to telephone the Office of Admission to discuss possible alternatives.

Visiting Students
A student may, by mutual institutional agreement, take courses at Mills as a visiting student to complete the course work necessary to obtain a degree from her home institution. A visiting student completes the admission application and submits all required credentials by the fall or spring semester deadlines for transfer admission.

Auditors
Non-matriculated persons may be accepted as auditors in a course during any academic term. Auditors must obtain the consent of the head of the department and the instructor involved and pay one half of the fee for one course credit. The student is under the authority of the instructor, but no grade or credit for the course is given and no record kept. Inquiries regarding auditor status should be addressed to the M Center/Academic Records.

Deferrals
An admitted student may request, in writing, to delay entrance for up to one year provided she does not take any courses elsewhere. A $300 nonrefundable enrollment deposit is required to hold a place in the class. If a student defers she is in no way guaranteed that she will receive the same financial aid in subsequent semesters of entry. Similarly, offers of merit scholarship are not guaranteed in subsequent semesters of entry. The student must inform the Office of Admission of her intent to enroll at least three months before the semester of entrance.

Due Before Enrollment
Final Transcript
The student’s final secondary school or college transcript must be submitted to the Admission Office. Transcripts of summer session work should be forwarded to the M Center/Academic Records as soon as available. Students who are studying abroad must submit official results of all final and leaving examinations. Students should request that these documents be sent to Mills prior to leaving their country. These results must be received before a student will be allowed to register or before financial aid funds will be disbursed.

All offers of admission are contingent upon maintenance of the standard of performance on which admission was based. Final official transcripts must be received by August 1 (earlier if possible) for students enrolling in the fall and by January 10 for students enrolling in the spring. Students may not be allowed to register if their final documents are not on file at Mills.

Enrollment Deposit
An enrollment deposit of $300 is required of all entering students by the date stated in the letter of admission. The fee will be applied toward the first payment of tuition and fees, and is non-refundable after May 1.

Room and Board Agreement
Students who will live in campus housing are also required to submit a $150 security/reservation deposit to the College prior to June 15 (earlier if possible). The security/reservation deposit may be refunded in accordance with the provisions stated in the section on College Expenses.

College Credit for Work Completed Prior to College
Up to one year of credit may be awarded upon completion of the courses and the national examination for advanced high school work, the equivalent of the thirteenth year of school. A final evaluation of credit is subject to receipt of official documents and information about the courses of study completed. Credit may be given upon approval of the Mills College M Center/Academic Records.

Advanced Placement (AP)
Any student who has taken college-level work at her secondary school may take the College Board Advanced Placement examinations and submit her test results for consideration. Generally, a student will receive one course credit for a score of 4 or 5 on the AP Examination. AP credit usually does not count toward major course requirements, but a student may be exempt from certain lower-division course requirements upon the approval of the department. AP credit will count toward the 34 course credits required for graduation.

International Baccalaureate (IB)
Mills College participates in the International Baccalaureate program. One course credit per subject is awarded for a grade of 5, and two course credits per subject are awarded for grades of 6 or 7 at the Higher Level. Credit is not awarded for passes at the Subsidiary Level.

Note: A student who has taken A-level examinations and participated in the IB program will not receive credit for both A-level grades and IB grades.
College-Level Examination Program (CLEP)
An applicant may submit a maximum of four CLEP examinations for consideration prior to enrolling. Credit will only be granted for single-subject tests passed at or above the 65th percentile. No more than two credits may be accepted in any field; Mills academic departments may specify which examinations each will accept.

College Course Work Previously Completed
Students who have completed college course work at another institution while concurrently enrolled in high school may receive Mills College credit subject to the approval of the M Center/Academic Records. Students must submit official copies of the college transcripts to the Office of Admission for consideration. Generally, if the completed course work has been counted towards graduation requirements for high school, it will not also receive Mills College credit.
College Expenses and Financial Aid

Student Fees
Refunds and Return of Title IV Aid
Financial Aid
Aid Application Forms and Deadlines
All undergraduate tuition and fees (or first installment payment) must be postmarked or paid by August 1, 2005, for the fall semester and January 3, 2006 for the spring semester. Failure to pay the appropriate fees by the specified date will result in a late payment fee of $250. A student’s account must be paid in full before the end of each semester. All fees, fines and/or loan payments due from the preceding semester must be paid in full before any student can register for any subsequent semester. Similarly, all bills must be paid before a diploma, transcript, or certificate is issued.

**Undergraduate Student Fees**

**Undergraduate Student Tuition and Fees For Fall 2005/Spring 2006 Terms**

<table>
<thead>
<tr>
<th></th>
<th>Campus Resident</th>
<th>Non-Resident</th>
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<tbody>
<tr>
<td>Tuition</td>
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<td>Per Course Credit Tuition</td>
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<td><strong>Room Rates</strong></td>
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<tr>
<td>Single Room</td>
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<td>Double Room (with two people)</td>
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<tr>
<td>Super Single (double room with one person)</td>
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<td>Prospect Hill (9-month lease)</td>
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<tr>
<td>Larsen Co-op (9-month lease)</td>
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<td>Ross House Co-op (9-month lease)</td>
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<td>15 Meals per Week</td>
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<td>ASMC Fee</td>
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<td>Major Medical Insurance*</td>
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</table>

* Non-immigrant international students’ major medical insurance fee is $1,485.

Please review the 2005–2006 Mills College Residential Agreement and Guide to Living On Campus for the complete residential regulations for housing and meal options; occupancy periods, deposits and rates.

**Occupancy Periods/Residence Halls:**

**Fall:**

New Students: 9:00 am August 18, 2005–12:00 pm December 14, 2005

Returning Students: 12:00 pm August 19, 2006–12:00 pm December 14, 2006.

**Spring:**

All Students: 9:00 am January 14, 2006–12:00 pm May 13, 2006.

For Larsen House, Ross House and Prospect Hill, per student $6,800: 9-month lease. Includes utilities. Larsen House requires a meal fee of $1580.

Returning Residential Students: 12:00 pm August 19, 2005–12:00 pm May 14, 2006.

Underwood Apartments, per apartment, 12-month lease. Includes utilities.

New and returning residents: 9:00 am August 1, 2005–5:00 pm July 31, 2006.

Meal Plans (Required for Residence Halls)

19 meals each week, per academic year $4,730; 15 meals each week, per academic year $4,390; 12 meals each week, per academic year $4,150.

**Campus Comprehensive Fee**

Campus Comprehensive Fee supports basic medical services at the Tang Center, the technology infrastructure, and some public safety services such as the Mills College Shuttle and parking. Each Mills student is allowed one parking permit and the use of the Mills College Shuttle free of any additional charge.

**Major Medical Insurance**

The Major Medical insurance (also known as SHIP) fee is mandatory for all undergraduate students. The Major Medical fee may be waived if proof of comparable insurance coverage and a completed Major Medical Waiver form are submitted to the M Center by August 1, 2005 for
the fall semester and January 3, 2006 for the spring semester. Waivers are subject to approval by the Student Health Services at the UC Berkeley Tang Center on the UC Berkeley campus, which provides basic medical services to Mills students. Absolutely no waivers will be accepted after the first week of the term.

Note: Students who obtain a waiver for the Major Medical fee for the fall semester are not required to submit another Major Medical Waiver form for the spring semester. Information regarding the health care fee and instructions for submitting proof of comparable coverage will be sent with your student bill.

Please make checks payable to Mills College. All fees are payable in United States dollars. Failure to pay the appropriate fees by the specified date will result in a late payment fee of $250. The College reserves the right to change fees at the beginning of any semester.

Charge per Course Credit for Part-Time Students
The charge for undergraduate students is $4,630 per semester course credit. Students enrolled in three or more course credits per semester pay full tuition of $13,875 per semester.

Special Class Fees
Music:
Music Individual instruction fees, which are in addition to the course credit fee, provide for one lesson a week (a total of 14 per semester). Instruction is offered in bassoon, cello, clarinet, clavichord, composition, flute, French horn, gamelan, guitar, harp, harpsichord, oboe, organ, percussion, piano, recorder, saxophone, trombone, trumpet, viola, violin, and voice: Fees range from $588 to $1,470, depending on the instructor. A list of instructors and their fees is available from the Music Department. Practice rooms may be rented for $60 per semester.

Art:
An additional materials fee is required for each studio art class. The fee varies for each area of concentration ($75–$225).

Dance:
Dance majors should expect to incur additional costs related to performances and their senior recital.

Book Arts:
Most Book Art classes will have a $75 materials fee.

Auditor Tuition
Non-enrolled persons or part-time students enrolled in a course for non-credit pay one half the regular tuition cost for 1 course credit per semester. No auditor’s fee is charged for full-time students.

Unpaid Fees (Current or Prior Balance)
Students will be allowed to register and/or occupy a room in a residence hall only after the student’s account is paid in full from the prior semester and the appropriate installment(s) for the current semester have been made.

Late Fees
Late registration fee: $250
Late add or drop fee: $250
Late check-in fee: $250
Late payment fee (first payment of semester): $250
Late installment-plan payment fee: $150
Major Medical waiver late fee: $150

Other Fees
Application Fee
The undergraduate application fee of $40 should accompany formal application for admission; otherwise, the application will not be processed. This fee is non-refundable and is not credited to any bill.

Enrollment Fee
A $300 non-refundable enrollment fee is required of all entering undergraduate students by the date stated in the letter of admission. This fee will be applied against the student’s first tuition payment.

Mills Transcripts
A fee of $10 is charged for each official transcript, which normally will be mailed within five working days. In emergency situations, an official transcript can be prepared on the day the request is received for a fee of $35 per transcript.

Security/Reservation Deposit
Before taking occupancy, residents must file a security/reservation deposit with Housing and Dining Services.

The deposit is held by the College as security for room reservations (and for liquidated damages associated therewith), and against cleaning charges and/or repair costs. Security/reservation deposits are maintained during periods of Leave of Absence, Study Abroad, or Domestic Exchange. Residents may not apply the deposit toward rent charges. The amount of security/reservation deposit varies according to the type of residence.
Deposit amounts
• Residence Halls: $150
• Larsen House Co-op and Ross House: $150
• Underwood and Prospect Hill Apartments: $300

Any student who wants to change type of residence must first adjust her deposit.

Returned Check Charge
There is a $25 charge for each returned check. After a check is returned for non-sufficient funds, the College will only accept payment via guaranteed funds (cash, cashier’s check, money order, or electronic transfer) for the remainder of the academic year.

Credit by Examination Fee per semester course credit taken by examination is $200 for all students.

Refunds and Return of Title IV Aid
Withdrawal or Leave of Absence
A student who intends to take a leave of absence or withdraw from Mills must file the Undergraduate Petition for Leave of Absence or Withdrawal form with the Office of Student Life, Cowell Building.

Once a student has completed this procedure for leave of absence/withdrawal from the College, a refund will be applied to her student account which, in turn, may or may not result in a cash refund to the student. A student will receive a cash refund only if there is a credit balance on the student’s account after the refund has been applied and after federal, institutional, and/or state financial aid has been returned to the programs, if applicable. The refund of charges to the student’s account for tuition and/or room and board will be made according to the schedule below. Associated Student dues, medical fees, the Technology Fee, special class fees, late fees, and installment fees are non-refundable.

The withdrawal date is the date the Undergraduate Petition for Leave of Absence or Withdrawal form is received by the Office of Student Life.

Mills can grant a leave of absence for institutional policy purposes. However, any leave of absence longer than 180 days, or where a terminated course must be retaken upon the student’s return is considered a withdrawal by the U.S. Department of Education. Therefore, federal policies relating to leave of absence do not apply to decisions of Mills students to leave for a semester or more, and a student’s leave of absence from Mills will be treated as a withdrawal for federal student aid purposes. Students taking a leave of absence or withdrawing from the College are responsible for making payment arrangements for their outstanding charges with the College. All college services, including transcripts and readmission, will be withheld until the student account is paid in full.

Withdrawal Date Refund
• First week of term: Tuition 100%
• First day of term: Room and Board 100%
• Second day through first week of term: Room and Board 90%

Room, board and tuition will be refunded as follows:
• During second week of term: 80%
• During third week of term: 60%
• During fourth week of term: 50%
• During fifth week of term: 30%
• During sixth through eighth week of term: 25%
• After eighth week of term: 0%

A week is defined as Wednesday through Tuesday. The semester break is considered a week of the term.

Change in Enrollment Status from Full-time to Part-time
When a student changes her status from a full-time to a part-time student, she will be charged the fee appropriate to her new status, according to the refund schedule above. The drop date for courses is the date the completed “Drop Form” is received by the M Center/Academic Records.

Change in Residency Status
Students who are considering changing from resident status to non-resident status in the middle of an academic year should be aware that the residence agreement is a binding contract for the entire academic year. Request for release from the agreement must be made in writing to the Director of Residential and Commuting Life. Only exceptional cases are approved, and refunds are subject to the schedule above.

Return of Title IV Aid (for financial aid recipients only)
If a student withdraws before 60 percent of the enrollment period (semester) has passed, federal regulations require that Title IV funds be returned
to the programs according to a prorated schedule. Title IV funds include Stafford Loans, Perkins Loans, PLUS Loans, Pell Grants, and Supplemental Educational Opportunity Grants (SEOG). The withdrawal date used in determining the return of federal funds is the date defined above. However, if a student leaves without beginning the Mills official withdrawal process or providing notification of her intent to withdraw, the withdrawal date will be the 50 percent point in the semester unless Mills determines the last date of an academically related activity of the student.

The percentage of Title IV funds to be returned is calculated by the number of calendar days not completed within a semester, as defined by the withdrawal dates above, divided by the total number of calendar days in the semester (from the first day of classes for the semester to the last day of finals). For example, if there are 100 calendar days in a semester and the student withdraws on the 25th day, 75 days have not been completed. This may result in the return of 75 percent of Title IV funds received by the student. Exception: If a student withdraws after 60 percent of the enrollment period has passed, no Title IV funds need be returned.

Both Mills and the student may be responsible for returning federal funds to their source. Mills will return the lesser of: 1) the institutional charges times the percentage of unearned Title IV aid, or 2) the total of Title IV aid disbursed minus the amount of Title IV aid earned by the student. The student is responsible for returning the difference between the amount of Title IV aid returned by Mills and the total amount of unearned Title IV aid. In each case, funds must be repaid to the following sources, in order, up to the amount received from each source. Although Mills will return loan amounts directly to the lender, amounts to be returned by the student are repaid in accordance with the terms of the promissory note; i.e., a student would begin making payments on her student loan after the grace period, if applicable, has expired. Students must repay only 50 percent of any grant amounts scheduled for return by the student.

If there is a credit balance on the student’s account after the refund of charges for tuition and/or room and board is applied and the amount of unearned Title IV aid due from Mills is returned to the Title IV aid programs, any institutional or state funds received by the student will be returned to the aid programs in the order listed below, up to the amounts received for each source and for as long as there is an amount to refund. If there is a credit balance remaining on the student’s account after institutional and state funds have been returned, a refund for the remaining credit balance will be issued to the student.

1. Mills College Loan
2. Institutional scholarships and/or state grants

The federal formula for the return of Title IV funds is available upon request from the M Center.

Financial Aid

The College offers a comprehensive financial aid program of scholarships and grants, loans, and part-time employment to achieve several goals: to assist excellent scholars who could not otherwise afford to attend Mills, to enhance the existing cultural and economic diversity of the College, and to increase the opportunities for higher education available to low-income students.

In 2004–2005 the College awarded $7.2 million in scholarships from its own funds. Over 80 percent of Mills students receive assistance directly from Mills College. In addition, many students also receive assistance from federal and state aid programs, civic groups, private foundations, and other charitable organizations. While most grants and scholarships are based on demonstrated financial need, others are based solely on academic achievement, ability, and promise. From all sources, 98 percent of our students received more than $15 million in aid in 2004–2005. An installment payment plan and a federal parent loan program also are available to help meet educational expenses.

Merit-based Mills Scholarships for Entering Students

Trustee Scholarships

The Trustee Scholarship program recognizes entering fall term freshmen who have demonstrated superior scholastic and extracurricular achievements. Up to ten Trustee Scholarships of $27,750 each ($13,875 per semester) are awarded to contribute toward the tuition charges of full-time freshmen entering in the fall semester. These awards, based on merit, are
renewable annually as long as the recipient maintains full-time enrollment and remains in good academic standing. Eligibility is limited to a maximum of eight semesters. To qualify for consideration as a Trustee Scholar, a student must apply for admission by February 1. There is no special application for the Trustee Scholarship.

A California resident who also is awarded a Cal Grant will have a portion of her Trustee Scholarship reduced to remain in compliance with government student aid regulations.

### Presidential/Provost/Faculty/Eucalyptus Scholarships
These scholarship programs recognize entering fall term freshwomen who have demonstrated scholastic achievement. These scholarships are awarded in the amount of $7,000–$15,000 ($3,500–$7,500 per semester) to contribute toward tuition charges of full-time freshwomen entering in the fall semester. These awards, based on merit, are renewable annually as long as the recipient maintains full-time enrollment and remains in good academic standing. Eligibility is limited to a maximum of eight semesters. To qualify for consideration of these merit scholarships, a student must apply for admission by February 1. There is no special application.

A California resident who is also awarded a Cal Grant may have a portion of her merit scholarship reduced to remain in compliance with government student aid regulations.

### Dean’s Scholarships
The Dean’s Scholarship program recognizes entering transfer students who have demonstrated outstanding scholastic achievement, leadership ability, and/or significant contributions to their previous educational institutions or community. Dean’s Scholarships of $7,000-$12,500 each ($3,500-$6,250 per semester) are awarded to contribute toward the tuition charges of full-time transfer students entering fall semester. These awards, based on merit, are renewable annually as long as the recipient maintains full-time enrollment and remains in good academic standing. The number of semesters of eligibility for transfer students is established by the initial graduation date defined by the M Center/Academic Records upon entrance to Mills.

### Osher Scholarships
The Osher Scholarship program recognizes entering transfer students who have demonstrated financial need and academic promise. Four to eight Osher awards of $5,000–$12,500 each ($2,500–$6,250 per semester) are awarded to entering resuming students each year to contribute toward full-time tuition charges. These scholarships are renewable annually as long as the recipient maintains full-time enrollment and remains in good academic standing. The number of semesters of eligibility for transfer students is established by the initial graduation date defined by the M Center/Academic Records upon entrance to Mills.

### Science Awards
#### Arthur Vining Davis Science Scholarship
This scholarship recognizes an entering student who has demonstrated strong ability and interest in science, mathematics and/or computer science. Two scholarships of up to $10,000 (up to $5,000 per semester) is awarded to contribute toward the tuition charges of a full-time student entering in the fall semester. This award, based on merit, is renewable annually, providing the student continues her study in science, mathematics and/or computer science, maintains full-time enrollment, and remains in good academic standing. The number of semesters of eligibility for entering freshwomen is limited to eight semesters, while eligibility for transfer students is limited to the initial graduation date established by the M Center/Academic Records upon entrance to Mills. To qualify for consideration for the Arthur Vining Davis Science Scholarship, a student must apply for admission by February 1. There is no special application for the Davis Science Scholarship.

#### Scheffler Premedical Science Scholarships
The Scheffler Premedical Science Scholarship program recognizes entering students based on academic achievement and demonstrated interest in premedical science. Up to five Scheffler Scholarships of up to $5,000 each ($2,500 per semester) are awarded to contribute toward the tuition charges of full-time students entering fall semester. This award, based on merit, is renewable annually, providing the student continues her study in premedical science, maintains full-time enrollment, and remains in good academic standing. The number of semesters of eligibility for entering freshwomen is limited to eight semesters, while eligibility for transfer students is limited to the initial graduation date established by the M Center/Academic Records upon entrance to Mills.
to Mills. To qualify for consideration for the Scheffler Scholarship, a student must apply for admission by February 1 and self-identify her premedical interest on her admission application. There is no special application for the Scheffler Scholarship.

**Music Awards**

**Carroll Donner Commemorative Scholarship in Music**
The Carroll Donner Commemorative Scholarship in Music recognizes an entering student who has demonstrated superior musical talent and prospect for achievement as well as scholastic ability. One merit scholarship of up to $8,000 ($4,000 per semester) is awarded to a full-time student entering each fall, based upon an audition and a review of the applicant’s admission file.

The scholarship is renewable annually if the student continues her music study with satisfactory academic progress, has music faculty recommendation, has declared a major in music by the end of her sophomore year, maintains full-time enrollment, and remains in good academic standing.

To be considered for this award, a candidate must submit a continuous tape recording, free from any splicing, and is required to perform three representative compositions pertaining to her particular instrument. The repertoire must be chosen from three different periods, including one work in contemporary idiom, each work totaling at least fifteen minutes in length. Singers must choose repertoire in at least two languages. Candidates in composition are required to submit three examples of their work in score or tape form.

A student submitting a recording in fulfillment of the audition requirement must send her recording directly to the Office of Admission, postmarked no later than February 1. Live audition is preferred; auditions are held in late January. Students should contact the Office of Admission by January 15 to reserve an audition time.

**Barbara Hazelton Floyd Scholarship in Music**
The Barbara Hazelton Floyd Scholarship in Music recognizes an entering student of good, sound character who has demonstrated superior musical talent and prospect for achievement as well as scholastic ability. Preference is given to freshwomen and students of piano. One scholarship, of up to $10,000, based on merit is awarded to a full-time entering student. It is renewable annually, subject to certain conditions set forth below, for up to four years throughout her pursuit of musical studies leading to the bachelor’s degree. Selection is made based upon an audition and review of the applicant’s admission file.

The scholarship is renewable annually if the student continues her music study with satisfactory academic progress, has music faculty recommendation, has declared a major in music by the end of her sophomore year, maintains full-time enrollment, and remains in good academic standing.

To be considered for this award, a candidate must submit a continuous tape recording, free of any splicing, and is required to perform three representative compositions from three different periods, including one work in contemporary idiom, each work totaling at least fifteen minutes in length.

A student submitting a recording in fulfillment of the audition requirement must send her recording directly to the Office of Admission, postmarked no later than February 1. Live audition is preferred; auditions are held in late January. Students should contact the Office of Admission by January 15 to reserve an audition time.

**Financial Aid Awards Based Primarily on Need**

**Eligibility**
Eligibility for need-based financial aid depends on a student’s financial need, which is defined as the difference between estimated expenses and estimated resources. Financial need for each applicant is determined after a careful review of the information submitted as part of the financial aid application (see required forms under How to Apply for Financial Aid).

In establishing eligibility, expenses related to attendance are considered: fees payable to the College, plus an allowance for books, supplies, and personal expenses. Living expenses are considered in determining financial need for commuters, but the Mills award will not cover the often higher costs of living off campus. If no award is made, it could be because the financial information indicates that it would be possible for the expenses to be met by the student and her family, because a student’s overall academic and personal record was not competitive with other applicants, or because the student did not meet the appropriate deadline for application for financial aid. The awarding of Mills scholarships may also consider academic achievement and promise as well as financial need. All factors that have influenced a student’s record are carefully considered.
Mills institutional funds (scholarship, loan, work-study) are awarded only to full-time students pursuing their first undergraduate degree. Although institutional financial aid is not available for part-time study, students may apply for government financial assistance.

Students pursuing a second baccalaureate degree are eligible to apply for merit scholarships and government student loans.

**Financial Aid Satisfactory Academic Progress Policy**

In keeping with government regulations and Mills policy, financial aid recipients must make satisfactory academic progress toward a degree or certificate in order to receive institutional, federal, and/or state aid. Progress is monitored each semester in accordance with the policy outlined below.

The M Center/Financial Aid will notify all students who are placed on financial aid probation. A student may continue to receive financial aid during the first semester of academic probation, but will lose it if she is not removed from academic probation at the end of that semester.

A student denied financial aid due to lack of satisfactory academic progress will not be considered for reinstatement until minimum grade point average and/or credit completion standards have been met. The student must also meet satisfactory progress standards during semesters in which she does not receive aid. Appeals regarding decisions made according to the above policy should be addressed to the Financial Aid Appeals Committee. Circumstances that may warrant an exception to the satisfactory academic progress standards include serious illness, injury, or death of a family member.

1. **Course Load**
   The normal undergraduate course load at Mills College is 4.25 credits per semester. Accordingly, students will be expected to complete:
   - 8.5 credits by the end of the first year,
   - 17 credits by the end of the second year,
   - 25.5 credits by the end of the third year, and
   - 34 credits by the end of the fourth year.

   A student who falls below this cumulative schedule will be allowed a semester’s probation in which to restore herself to these benchmark requirements. A financial aid recipient can enroll for less than 4.25 credits for a given semester without jeopardizing aid eligibility as long as:
   - the above annual benchmarks can be maintained, and
   - the student enrolls for a minimum of 3.5 credits.

   Grades of “incomplete” cannot be counted as work completed for the purpose of determining satisfactory academic progress for financial aid.

   **Note:** An aid recipient enrolling for less than 3.5 credits will jeopardize eligibility for Federal Pell Grant, Cal Grant, Mills scholarship funds, and possibly loan funds; therefore, students giving any consideration to enrolling for less than 3.5 credits must submit a written explanation of their circumstances to the M Center and should meet with a financial aid staff member to ensure that they understand how their aid eligibility would be affected. Students who are planning to take a reduced course load due to disability will need to submit an academic plan (forms available in the Office of Student Life). Any changes in the academic plan should be submitted prior to the beginning of the semester. Other issues, such as graduating seniors in their last semester or leaves of absence during a semester, will be resolved through a process of petitioning and review by the Financial Aid Appeals Committee.

2. **Academic Standing**
   As defined by the Academic Standing Committee, an undergraduate whose cumulative and/or semester grade point average is less than 2.0 will be placed on academic probation.

3. **Enrollment Status**
   Mills College scholarship assistance is awarded only to full-time students pursuing a first baccalaureate degree. All part-time undergraduate students ineligible or Mills scholarship funds will be expected to complete all credits for which they are enrolled and maintain a minimum 2.0 semester and cumulative grade point average.

4. **Duration of Undergraduate Student Aid Eligibility**
   Entering freshwomen who receive financial aid are expected to graduate after completing the equivalent of eight semesters of course work.
For transfer students, the number of semesters of aid eligibility is based upon the graduation date originally established by the transcript evaluator upon entrance to Mills. The M Center/Academic Records reviews each transfer student’s previous college course work and establishes an anticipated degree date for the student. A transfer student is eligible for financial aid for only the number of semesters remaining to the original anticipated degree date for a first baccalaureate degree. Changes in anticipated degree date do not automatically mean a student’s financial aid will be continued to the revised anticipated degree date.

Note: All transfer students are strongly advised to meet with their faculty advisors and the M Center/Academic Records during their first semester of enrollment to confirm their anticipated degree date.

Financial aid eligibility for all undergraduate students continues only to the original expected date of graduation towards a first baccalaureate degree. For example, a request to extend a graduation date in order to complete a second major is not a basis for extending financial aid eligibility.

General Financial Aid Policies
The M Center/Financial Aid makes financial aid decisions each spring for freshwomen and transfer applicants who are admitted for the upcoming fall semester. Applications from continuing undergraduates are reviewed following the freshwomen and transfer review process. Awards range across a broad spectrum and are made with the understanding that the recipient will uphold all standards and regulations of the College. Appeals of financial aid decisions can be made to the Financial Aid Appeal Committee.

Need-Based Financial Aid
For most students, the aid packages usually consist of gift (grant or scholarship) assistance and a student loan. In addition, a part-time employment opportunity is offered to most students who reside on campus. Recipients may accept or reject any portion of the offer.

Financial aid is renewed on the basis of need and satisfactory academic progress. A financial aid application must be filed each year in which renewal is requested, and priority for Mills scholarship consideration is given to those applicants who meet the published application deadlines (see chart at end of this section); the amount of a student’s grant will be reviewed annually and may be adjusted to reflect any significant change in the financial situation.

Recipients of financial aid may be required to submit income verification, income tax forms, or other material that confirms income sources and amounts. Financial aid awards are limited to eight semesters for freshwomen. Transfer students are assigned a date of anticipated graduation after review of transferable credit toward a first baccalaureate degree. For example, a request to extend a graduation date in order to complete a second major is not a basis for extending financial aid eligibility. Financial aid eligibility continues only to this expected date of graduation.

Limited financial aid is available to students entering the College in the spring semester, including loans, part-time employment, and Federal Pell Grants. Also, limited Mills scholarship assistance may be awarded depending on mid-year availability of funds.

Merit-Based Financial Aid
Financial aid awarded solely on merit is renewed on the basis of satisfactory academic progress and, in the case of some scholarships, contingent on continued studies in music or science. There is no requirement to file a financial aid application for renewal of merit-based financial aid. Scholarship and grant aid is applied to College fees in two equal installments—one half at the beginning of each semester. The College reserves the right to remove or adjust financial aid at any time if the recipient’s personal or academic record is unsatisfactory or if her financial resources change.

Financial aid recipients who withdraw for any reason are subject to the College refund policy.

International Students
In order to be considered for merit-based Mills scholarships awarded to international first-year students who enter in the fall semester, a student must have combined SAT scores of 1200 or higher, a GPA of 3.5 or higher, and an exceptional extra-curricular record. Applicants must complete an admission application by February 1 prior to the academic year for which aid is requested.

State and Federal Student Aid Programs
In order to qualify for any of the following state or federal grant or loan programs, a student must be a U.S. citizen, U.S. permanent resident, or an eligible non-citizen.
California State Grants
Any California resident who intends to apply to the College for financial aid must also apply for a Cal Grant. The current deadline for Cal Grant applications is March 2 to be considered for the following academic year.

Cal Grant A
These grants are available to California residents from middle-income and low-income families to assist with tuition. Cal Grant A recipients are selected on the basis of financial need, grade point average, and other criteria. Recipients whose computed financial need exceeds the state grant will be considered for additional aid.

Cal Grant B
These grants are available to California residents from very low-income families. The program is designed generally for disadvantaged students but it is not entirely so restricted.

Federal Grants
Federal Pell Grant
This is a federal program for undergraduates based on need. The amount of the grant is established by the federal government on the basis of family resources, up to a maximum of $4050 during 2005–2006. A student may receive a Federal Pell Grant if she has not received a previous baccalaureate degree, is enrolled in a degree program, and is a citizen or permanent resident of the United States.

Federal SEOG (Supplementary Educational Opportunity Grant)
This is a federally funded grant program for undergraduates administered by the College. Funding is very limited. Applicants with exceptional financial need who file for financial aid at Mills are considered. Recipients must be enrolled in a first baccalaureate degree program and be citizens of the United States or eligible non-citizens (includes permanent residents). These federal grants range from $100 to $4,000 per year. Loan funds for the loan programs described below come from the federal government or from private lending institutions. All applications are made through the M Center/Financial Aid, which must certify to the lender a student’s enrollment and eligibility for the loan.

Federal Loans
Federal Perkins Loan
This long-term federal loan program is jointly funded by the federal government and Mills College. The borrower must be enrolled in a degree program and be a U.S. citizen or an eligible non-citizen (includes permanent residents). Funds are very limited and are awarded by the M Center/Financial Aid to the neediest students. The maximum annual loan limit for undergraduate students is $4,000, with a maximum aggregate loan limit of $20,000. No interest accumulates for this loan as long as the borrower is enrolled at least half-time in a degree program. Repayment at 5 percent interest begins nine months after the student graduates or is no longer enrolled at least half-time in a degree program. Depending on the amount of the loan, borrowers may have up to ten years for repayment. The required quarterly repayment amount is $120, or $40 per month.

Federal Subsidized Stafford Loan
This government program provides loans up to $2,625 a year for freshwomen, $3,500 a year for sophomores, $5,500 a year for juniors and seniors ($23,000 undergraduate limit), and up to $8,500 a year for graduate degree candidates ($65,500 total limit). These loans are available from banks, savings and loan associations, and other authorized lenders. The borrower must be enrolled in a degree program and be a U.S. citizen or an eligible non-citizen (includes permanent residents). Students must demonstrate financial need as determined by Mills and in keeping with government regulations in order to qualify.

Repayment is made in installments over a period of up to ten years with a standard repayment plan. During repayment, which begins six months after the borrower graduates or is no longer enrolled at least half-time, the interest rate is variable, with a cap of 8.25%.

Federal Unsubsidized Stafford Loan
“Unsubsidized” Federal Stafford Loans are available to students who do not qualify for the subsidized Federal Stafford Loan, or who qualify for only a portion of the annual subsidized Stafford Loan maximum. A student loan of last resort, this program is available to students who have first applied for other financial aid, including the Federal Pell Grant (undergraduates only) and the subsidized Federal Stafford Loan programs. As with the Federal Subsidized Stafford Loan, the interest rate is variable with a cap of 8.25%.

Unlike the subsidized Federal Stafford Loan program, however, interest for the unsubsidized Federal Stafford Loan begins to accrue immediately, and the borrower must make monthly or quarterly interest payments (depending on lender
policy), or have the interest added to the principal. No repayment of the principal is required when the student is in school at least half time, or during grace or deferment periods. Regular monthly payments begin six months after the student graduates, drops below half time, or withdraws from school. A student does not have to demonstrate need for an unsubsidized Federal Stafford Loan except to the extent that total financial aid (including the unsubsidized loan) cannot exceed the student’s cost of attendance for the given academic year. Undergraduate annual borrowing limits for this program, including any subsidized Federal Stafford Loans, are as follows:

- Dependent first-year students: $2,625
- Dependent sophomores: $3,500
- Dependent juniors and seniors: $5,500
- Independent first-year students: $6,625
- Independent sophomores: $7,500
- Independent juniors and seniors: $10,500

The aggregate borrowing limit is $23,000 for dependent undergraduates (including subsidized Federal Stafford Loan amounts) and $46,000 for independent undergraduates (including subsidized Federal Stafford Loan amounts).

Federal Parent Loan for Undergraduate Students (PLUS)
This federal loan program enables parents of dependent students to borrow for what they find to be an unrealistic family contribution or to cover a student’s need (which may not have been met by other financial aid). Parents who have no adverse credit history may borrow up to the full cost of attendance minus other financial aid. The lending institution will deduct both a guarantee fee of up to 1 percent and an origination fee of 3 percent from the amount of the loan prior to disbursement of the funds. Repayment begins immediately and is made in installments over a period of up to ten years. The interest rate is variable, with a cap of 9 percent.

Installment Plans
College fees can be paid in one of two ways: payment in full prior to the beginning of each semester, or in installments. Details on the payment plans are included in the first billing of each semester (July and December). Please direct billing and payment inquiries to the M Center.

Student Employment
On-Campus Resident students with demonstrated financial need is given priority for part-time employment on campus. Payment for hours worked is funded through the Federal College Work-Study Program and/or institutional funds. On the average, students offered on-campus job eligibility work 12 to 15 hours a week. The wide range of part-time jobs includes office work, data entry, reception and work in the library, computer support positions, lifeguards, and instructor assistants. Campus jobs enable students to earn up to $3,300 a year. The amount that can be earned will depend upon individual eligibility and program funding.

Students without aid may also apply for campus employment eligibility, although priority will be given to students who have on-campus work eligibility as part of their financial aid award. All employment is contingent upon the student’s job performance, and all student employees must meet the standards established by the employer.

Applications for Student Employment
All students seeking employment on campus must file a financial aid application. If on-campus work eligibility is awarded, the student must pick up her student employment contract from the M Center/Financial Aid and present this form to prospective employers as proof of eligibility to work on campus. Campus job listings are available in the Career Center. Students may use these listings to contact employers for an interview.

Resident Assistants
Resident assistants are paraprofessional staff members who work in the residential community to promote responsible community living. Students who have completed one full academic year and transfer students who have prior residence hall living experience are eligible to apply. Applications and information are available through the Office of Student Life.

Off-Campus Employment
Off-campus employers also offer part-time job opportunities; these are posted at the Mills Career Center in the Office of Student Life.
How to Apply for Need-Based Financial Aid

To be considered for the full range of financial aid programs administered by Mills, including institutional scholarships, students must file the forms listed by the deadlines shown.

These forms may be obtained from high schools and colleges, or directly from the M Center.

Aid Application Forms and Deadlines

<table>
<thead>
<tr>
<th>Category of Applicant</th>
<th>Forms Required</th>
<th>Postmark Deadline</th>
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<tbody>
<tr>
<td>Freshwomen</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Fall semester February 15</td>
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<tr>
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<td>Spring semester: November 1*</td>
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<td></td>
<td>Mills College Financial Aid Form</td>
<td>Same</td>
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<td></td>
<td>Cal Grant GPA Verification Form (CA residents only)</td>
<td>March 2</td>
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<tr>
<td>Transfer Students</td>
<td>Free Application for Federal Student Aid (FAFSA)</td>
<td>Fall semester March 2</td>
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<td>Spring semester November 1*</td>
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<td>Mills College Financial Aid Form</td>
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<tr>
<td></td>
<td>Cal Grant GPA Verification Form</td>
<td>Same</td>
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Note: Submit form to most recently attended college, not to Mills (CA residents who do not currently have a Cal Grant.)

*Exception: California residents applying for a Cal Grant must file the FAFSA and GPA Verification Form by the March deadline prior to the academic year for which an applicant is seeking financial aid.

Returning Students

A financial aid application (see above required forms under How to Apply for Need-Based Financial Aid) must be filed by the College’s published deadline prior to the year for which financial aid is requested. For the 2005–2006 award year, the FAFSA and the GPA Verification Form filing deadline is March 2. In addition, as part of the renewal application process, independent students and parents of dependent students are required to submit a copy of their prior year federal tax return by April 20 directly to the M Center. Application forms and deadlines (subject to annual change) for continuing undergraduates are available at the M Center each January for aid consideration for the next academic year.
Rosters

Faculty
College Officers
Board of Trustees
The Alumnae Association
Administrative Offices
Alumnae Admission Representatives
Faculty
Tenured, tenure-track, and multiple-year-contract Faculty of Mills College are listed alphabetically.

Abinader, Elmaz; Rice Professor of English; Professor of Creative Writing.
BA, University of Pittsburgh; MFA, Columbia University; PhD, University of Nebraska. At Mills since 1993.

Anderson, Robert; Professor of Anthropology.
BA, MA, PhD, UC Berkeley; Certificate of Advanced Studies, University of Copenhagen; Docteur de l’Université de Paris, France; MD, University of Juarez, Mexico. At Mills since 1960.

Bachen, Elizabeth; Associate Professor of Psychology.
BS, UC Davis; MA, San Diego State University; PhD, UC San Francisco. At Mills since 1997.

Bernstein, David; Professor of Music.
BA, Queens College; MA, MPhil, Columbia University; PhD, Columbia University. At Mills since 1989.

Bernstein, JoAnne; Lynne T. White Professor; Professor of Art History.
BA, University of Pennsylvania; MA, PhD, New York University. At Mills since 1974.

Bowyer, Jane Baker; Abbie Valley Professor; Professor of Education.
BS, Miami University; MA, PhD, UC Berkeley. At Mills since 1975.

Brabson, John S.; Scheffler Pre-Health Science Chair; Professor of Chemistry.
BS, Georgia Institute of Technology; PhD, University of Illinois at Urbana-Champaign. At Mills since 1985.

Brown, Christopher; Professor of Music.
BA, UC Santa Cruz; MFA, Mills College. At Mills since 1987.

Burke, L. Ken; Professor of Film Studies.
BFA, MA, PhD, University of Texas at Austin. At Mills since 1987.

Cady, Diane; Assistant Professor of English.
BA, Portland State University; MA, Portland State University and Cornell University; PhD, Cornell University. At Mills since 2005.

Caulfield, Carlota; Professor of Spanish and Spanish American Studies.
Licenciatura, University of Havana; MA, San Francisco State University; PhD, Tulane University. At Mills since 1992.

Cavallari, Héctor Mario; Professor of Spanish and Spanish American Studies.
BA, San Francisco State University; MA, PhD, UC Irvine. At Mills since 1986.

Cheng, Wah K.; Associate Professor of History.
BA, University of Hong Kong; MA, University of Wisconsin at Madison; PhD, University of Chicago. At Mills since 1999.

Chetkovich, Carol; Associate Professor of Public Policy Program.
BA, Stanford University; MPP, UC Berkeley; PhD, UC Berkeley. At Mills since 2005.

Chin, Vivian F.; Assistant Professor of Ethnic Studies.
BA, Mills College; MA, PhD, UC Berkeley. At Mills since 2000.

Choup, Anne Marie; Assistant Professor of Government.
BS, Georgetown University; MA, George Washington University; PhD, University of North Carolina at Chapel Hill. At Mills since 2001.

Cossey, Ruth; Associate Professor of Education.
BA, San Francisco State University; MA, PhD, Stanford University. At Mills since 1993.

Curran, Alvin; Milhaud Professor of Music.
At Mills since 1990.

Donahue, David; Sarlo Professor; Associate Professor of Education.
BA, Brown University; MA, PhD, Stanford University. At Mills since 2000.

Eastin, Delaine; Distinguished Visiting Professor of Education.
BA, UC Davis; MA, UC Santa Barbara. At Mills since 2004.

Faul, Kristina; Assistant Professor of Geochemistry and Environmental Geology.
SB, Massachusetts Institute of Technology; PhD, UC Santa Cruz. At Mills since 2002.

Frith, Fred; Marchant Professor; Professor of Music.
BA, MA, Cambridge University. At Mills since 1999.

Galguera, Tomás; Associate Professor of Education.
BS, California State University at Hayward; PhD, Stanford University. At Mills since 1996.
George, Carol C.; Lee Mirmow Professor; Professor of Psychology. BA, University of Southern California; MA, PhD, UC Berkeley. At Mills since 1986.

Givant, Steven Roger; Professor of Mathematics and Computer Science. BA, MA, PhD, UC Berkeley. At Mills since 1975.

Gordon, Bertram M.; Professor of History. BA, Brooklyn College; MA, PhD, Rutgers University. At Mills since 1969.

Gwynne, Nalini Ghuman, Assistant Professor of Music. BA, MA, The Queens College, Oxford University; MMus, King’s College, University of London, PhD, UC Berkeley. At Mills since 2003.

Harris, John; Gibbons-Young Professor of Biology. BS, Stanford University; PhD, UC Davis. At Mills since 1986.

Joseph, Marc; Associate Professor of Philosophy. BA, University of Pennsylvania; MA, PhD, Columbia University. At Mills since 1999.

Kahne, Joseph E.; Kathryn P. Hannam Professor; Professor of Education. BA, Wesleyan University; MA, PhD, Stanford University. At Mills since 1999.

Keeports, David D.; Professor of Physical Science. BS, University of Delaware; MS, Yale University; PhD, University of Washington. At Mills since 1982.

Konrad, Almudena; Assistant Professor of Mathematics and Computer Science. BS, MS, PhD, UC Berkeley. At Mills since 2003.

Kroll, Linda; Professor of Education. BA, MA, PhD, UC Berkeley. At Mills since 1988.

LaBoskey, Vicki K.; Professor of Education. BA, Occidental College; PhD, Stanford University. At Mills since 1988.

Lawson, Fred H.; Professor of Government. BA, Indiana University; MA, PhD, UCLA. At Mills since 1985.

Li Santi, Barbara; Professor of Mathematics and Computer Science. BA, Vassar College; MA, PhD, UC Santa Barbara. At Mills since 1981.

Li, Yiyun; Assistant Professor of English. BA, Peking University; MS, University of Iowa; MFA, University of Iowa. At Mills since 2005.

Liu, Hung; Professor of Studio Art. BFA, Beijing Teachers College; BFA, UC San Diego. At Mills since 1990.

Mance, Ajuan; Wert Professor; Associate Professor of English. BA, Brown University; MA, PhD, University of Michigan at Ann Arbor. At Mills since 1999.

Marouby, Christian; Professor of French and Francophone Studies. License and Maitrise, l’Université de Paris; MA, PhD, UC Berkeley. At Mills since 1982.

Matheson, Steven; Assistant Professor of Video Art. BA, UC Berkeley; MFA, UC San Diego. At Mills since 2001.

McClintock, Kathleen McCormick; Professor of Dance. BFA, University of Utah; MFA, Mills College. At Mills since 1979.

Mehta, Brinda J.; Professor of French and Francophone Studies. BA, Elphinstone College; MA, University of Bombay; PhD, Brown University. At Mills since 1992.

Metcalf, Ann; Associate Professor of Anthropology. BA, University of Chicago; PhD, Stanford University. At Mills since 1984.

Mezur, Katherine; Assistant Professor of Dance. BA, Hampshire College; MA, Mills College; PhD, University of Hawaii at Manoa. At Mills since 2005.

Micco, Melinda; Associate Professor of Ethnic Studies. BA, MA, PhD, UC Berkeley. At Mills since 1993.

Milford, Mary-Ann; Provost and Dean of the Faculty; Carver Professor in Far Eastern Studies; Professor of Art History. BA, MA, PhD, UC Berkeley. At Mills since 1982.

Morier, Dean; Associate Professor of Psychology. BA, Hope College; PhD, University of Minnesota. At Mills since 1989.
Murch, Anna Valentina; Danforth Professor of Studio Art.

Nagle, Ron; Professor of Studio Art.
BA, San Francisco State University. At Mills since 1978.

Nixon, Cornelia; Professor of English.
BA, UC Irvine; MA, San Francisco State College; PhD, UC Berkeley. At Mills since 2000.

Oliveros, Pauline; Milhaud Professor of Music.
At Mills since 1996.

Pavlik, Bruce M.; Professor of Biology.
BA, California State University at Northridge; MS, PhD, UC Davis. At Mills since 1985.

Payne, Maggi; Metz Professor, Associate Professor of Music.
BMus, Northwestern University; MMus, University of Illinois at Urbana-Champaign; MFA, Mills College. At Mills since 1972.

Perez, Linda M.; Associate Professor of Education.
PhD, UC Berkeley/California State University. At Mills since 1996.

Pollock, Sarah; Professor of Journalism part-time.
BA, UC Berkeley. At Mills since 1987.

Potter, Elizabeth; Alice Andrews Quigley Professor of Women’s Studies.
BA, Agnes Scott College; MA, PhD, Rice University. At Mills since 1992.

Ratcliffe, Stephen R.; Professor of English.
BA, MA, PhD, UC Berkeley. At Mills since 1984.

Reilly, Siobhan; Davison Chair; Associate Professor of Economics.
Licence, Université Catholique de Louvain, Belgium; MA, Johns Hopkins University; PhD, UC Berkeley. At Mills since 2001.

Reiss, Kathryn; Assistant Professor, part-time in English.
BA, Duke University; MFA, University of Michigan. At Mills since 1989.

Richert, Anna; Professor of Education.
BS, Skidmore College; MA, Syracuse University; MA, PhD, Stanford University. At Mills since 1987.

Roe, Emery; Barbara M. White Professor of Public Policy.
BA, MA, University of Michigan, Ann Arbor; MA, Cornell University; PhD, UC Berkeley. At Mills since 2001.

Roland-Holst, David Mercer Wells; Professor of Economics.
BA, BS, Case Western Reserve University; MA, PhD, UC Berkeley. At Mills since 1986.

Rosenberg, Judith F.; Artist/Lecturer in Dance.
BM, MM, Eastman School of Music, University of Rochester. At Mills since 1973.

Roth, Moira; Eugene E. Trefethen, Jr. Professor; Professor of Art History.
BA, Washington Square College, New York University; MA, PhD, UC Berkeley. At Mills since 1985.

Ruch, John Clifford; Professor of Psychology.
BA, Harvard University; PhD, Stanford University. At Mills since 1973.

Ryan, Daniel; Associate Professor of Sociology.
BA, New College of Sarasota; MA, MPhil, PhD, Yale University. At Mills since 1998.

Santana, Déborah Berman; Associate Professor of Ethnic Studies.
BA, San Francisco State University; MA, PhD, UC Berkeley. At Mills since 1998.

Saxton, Kirsten; Associate Professor of English.
BA, Mills College; MA, PhD, UC Davis. At Mills since 1996.

Saxton, Ruth Olsen; Professor of English.
BA, Wheaton College; MA, Mills College; PhD, UC Berkeley. At Mills since 1974.

Scheinberg, Cynthia; Aurelia Henry Reinhardt Professor; Professor of English.
BA, Harvard-Radcliffe College; PhD, Rutgers University. At Mills since 1992.

Schulman, Paul R.; Professor of Government.
BA, Tulane University; MA, PhD, Johns Hopkins University. At Mills since 1977.

Servin, Jacques; Assistant Professor of Intermedia Arts.
BA, BS, University of Arizona; MFA, Louisiana State University. At Mills since 2005.

Sheldon, Marianne Buroff; May Treat Morrison Professor; Professor of History.
BA, Douglass College, Rutgers University; MA, PhD, University of Michigan. At Mills since 1975.
Siekhaus, Elisabeth; Professor of German Studies. BA, MA, PhD, UC Berkeley. At Mills since 1977.

Spahr, Juliana; W. M. Keck Professor in Creative Writing; Associate Professor of English. BA, Bard College; PhD, State University of New York, Buffalo. At Mills since 2003.

Sparks, Roger; James Irvine Professor of Economics. BA, UC Riverside; PhD, UC Davis. At Mills since 1989.

Spertus, Ellen; Trefethen Professor, Associate Professor of Computer Science. BS, MS, PhD, Massachusetts Institute of Technology. At Mills since 1998.

Spiller, Susan; Assistant Professor of Biology part time. AB, PhD, UC Berkeley. At Mills since 1988.

Stankova, Zvezdelina; Associate Professor of Mathematics. BS, AM, Bryn Mawr College; AM, PhD, EdC, Harvard University; EdC, UC Berkeley. At Mills since 1999.

Strychacz, Thomas; Professor of English. BA, University of Warwick; MA, PhD, Princeton University. At Mills since 1988.

Sudbury, Julia; Associate Professor of Ethnic Studies. BA, MA, University of Cambridge; MA, PhD, University of Warwick. At Mills since 1997.

Thornborrow, Nancy; Glenn and Ellen Voyles Professor in Business Education; Professor of Economics. BA, Northwestern University; MA, PhD, UC San Diego. At Mills since 1980.

Urry, Lisa;Lets-Villard Professor in the Natural Sciences, Associate Professor of Biology. BS, Tufts University; PhD, Massachusetts Institute of Technology. At Mills since 1994.

Vollmer, John Jochen; Richard and Rhoda Goldman Chair; Professor of Chemistry. BS, UCLA; PhD, University of Southern California. At Mills since 1970.

Wade, Elisabeth; Assistant Professor of Chemistry. BS, Harvey Mudd College; PhD, UC Berkeley. At Mills since 2000.

Wagner, Catherine; Professor of Art. BA, MA, San Francisco State University. At Mills since 1978.

Walkup, Kathleen A.; Professor of Book Arts, part-time. BA, Temple University. At Mills since 1978.

Wang, Susan; Associate Professor of Computer Science. BS, Massachusetts Institute of Technology; MA, PhD, Princeton University. At Mills since 1992.

Watanabe, June; Professor of Dance part time. BA, UCLA. At Mills 1975–79 and since 1986.

Westwick, Anne; Assistant Professor of Dance. At Mills since 2002. BA, UC Berkeley, MFA, Mills College. At Mills since 2002.

Williams, Bruce Burnette; Fletcher Jones Professor of Sociology. BA, Wayne State University; MA, PhD, University of Chicago. At Mills since 1997.

Workman, Andrew A.; Edward Hohfeld Chair, Associate Professor of History. BA, New College; MA, PhD, University of North Carolina at Chapel Hill. At Mills since 1993.

Young, Jared; Assistant Professor of Biology. BA, UC Berkeley; PhD, UC San Diego. At Mills beginning 2006.

Zimet, Laurie B.; Professor of Social Sciences part time. BA, State University College of New York at Buffalo; JD, Hastings College of the Law. At Mills since 1984.

Individual Lesson Instructors
Abel, David; Violin
Abondolo, Gianna; Cello
Abramowitsch, Miriam; Voice
Adams, Stephen; Saxophone
Baruti, Terry; Director, Kongolesé Drumming Ensemble
Beitman, Cynthia; Director, Early Music Vocal Ensemble
Binkley, Paul; Director, Plucked Strings Ensemble; Guitar and Mandolin
Bulwinkle, Belle; Piano and Fortepiano
Caimotto, Michelle; Flute
Carslake, Louise; Director, Early Music Instrumental Ensemble
Cooke, India; Violin
Cowart, Steed; Composition; Co-Director, Contemporary Performance Ensemble.
Dunlap, Larry; Jazz Piano
Eshleman, Elizabeth; Voice
Ganz, Sara; Voice
Gottlieb, Karen; Harp
Holm, Molly; Voice; Director, Vocal Improvisation Ensemble
Hull, Douglas; French Horn
Jeanrenaud, Joan; Cello
Kobialka, Daniel; Violin
Koregelos, Angela; Flute
Nugent, Thomas; Oboe
Olivier, Rufus; Bassoon
Pankonin, Kristin; Vocal and Instrumental Coach
Petersen, Donna; Voice
Reed, Elizabeth; Viola da Gamba
Reid, Wendy; Composition
Raskin, Jon; Saxophone
Rizzetto, Jay; Trumpet
Rose, Thomas; Clarinet
Soderlund, Sandra; Organ, Clavichord, and Harpsichord
Steinberg, Julie; Piano
Tamis, Wendy; Harp
Tomita, Toyoji Peter; Trombone
Tramontozzi, Stephen; Double Bass
Wahrhaftig, Peter; Tuba
Walther, Geraldine; Viola

Weinshelbaum, Dina; Cello
Welcomer, Paul; Trombone
Winant, William; Percussion
Windha, I. Nyoman; Gamelan; Director, Gamelan Ensemble
Winthrop, Faith; Voice

The following Mills College faculty members will be on leave for the indicated term during academic year 2005–06.

Fall Semester 2005
Brown, Chris; Music
Clegg, Jerry; Philosophy
Stankova, Zvezdelina; Mathematics

Spring Semester 2006
Anderson, Robert; Anthropology
Brabson, John S.; Chemistry and Physics
Cheng, Wah; History
Mance, Ajuan; English
McClonick, Kathleen; Dance
Potter, Libby; Women’s Studies

Academic Year 2005–2006
Kahne, Joseph; Education
LaBoskey, Vicki; Education
Murch, Anna Valentina; Studio Art
Roth, Moira; Art History
Spahr, Juliana; English
Sudbury, Julia; Ethnic Studies
Department of the Library

Jadushlever, Renée; Vice President for Information Resources.
MS, Columbia University. At Mills since 1991.

Beller, Michael; Reference and Access Services Librarian.
MLIS, San Jose State University. At Mills since 2002.

Braun, Janice; Special Collections Librarian; Director of the Center for the Book.
MLIS, UC Berkeley. At Mills since 1995.

Jarvis, Carol; Head of Reference.
MLS, University of Texas. At Mills since 1981.

Maybee, Clarence; Information Literacy and Public Services Librarian.
MLIS, San Jose State University. At Mills since 2000.

McKay, Nancy; Head of Technical Services and Electronic Resources.
MLIS, UC Berkeley. At Mills since 1989.

Tang, Stella; Serials Librarian.
AMLIS, University of Michigan. At Mills since 1995.

President Emerita


Faculty Emeriti


Cardozo, Martha Allan; Associate Professor Emerita of Spanish. At Mills 1944–1969.


Cottam, Martha Lemaire; Associate Professor Emerita of French. At Mills 1956–1985.

Dennison, Doris Adele; Assistant Professor Emerita of Dance. At Mills 1941–1973.


Fuller, Rebecca; Professor Emerita of Dance. At Mills 1954–1988.


Nathan, Laura; Professor Emerita of Sociology. At Mills 1982–2005.


College Officers
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Provost and Dean of the Faculty
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Vice President for Information Resources
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Vice President for Enrollment Management
Joanna Iwata
Dean of Student Life

Board of Trustees
Mills College is incorporated under the laws of the State of California and is controlled by a board of trustees that is responsible for all its business and affairs. The board appoints the president of the College, who is the executive and educational head of the College and the chief executive officer of the faculty. The president is a member of the board and all its standing committees. The board, on recommendation of the president, also appoints principal officers of the College and members of the faculty.

Vivian Stephenson, Chair
James Andrasick
Matson Navigation Company, Inc.
Katherine August-deWilde, First Republic Bank
Mara-Michelle Batlin, ’83
Angela Blackwell, PolicyLink
Kathleen Burke, Stupski Foundation
Earl Cheit, University of California
Joan Danforth, ’53
Lois De Domenico
East Bay Community Foundation
Lauriann Delay, Goldman, Sachs & Company
Thomas Ehrlich, Carnegie Foundation
Leone Evans, ’45
Jill Fabricant, ’71
Marc Fairman, Counselor-at-Law
Nan Gefen
Richard Goldman, Retired Corporate Executive
Carl Hackney, MSE Group
Elihu Harris, Peralta Community College District
Sabrina Hellman, Community Philanthropist
Maryellen Cattani Herringer
Retired Corporate Executive
Janet Holmgren, Mills President
Merrill Kasper, ’83
Pauline Langsley, ’49
Stephanie Levin, ’00
Lorry Lokey, Business Wire
Sara McClure, ’81
VP for Development, Omaha Symphony
Alexandra Moses, ’64
Helen Muirhead, ’58
Jane Newhall, ’36
Thoraya Obaid, ’66
Patricia Pineda, ’74
Eric Roberts, Director Forensic Accounting Services
Cristine Russell, ’71
Lauren Speeth
Clare Springs, ’66
Vivian Stephenson, Williams-Sonoma, Inc.
Myra Strober, Stanford University
Roselyne Swig, Art Advisor
Sharon Tatai, ’80
Corazon Tellez, ’72
Barbara Terrazas, ’73
Evelyn Thorne, ’48
Toni Renee Vierra, ’98
Margaret Weber, ’65
Margaret Wilkerson, Ford Foundation
Barbara Wolfe, ’65
The Alumnae Association
Board of Governors 2005–2006
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Judith Smrha, '87
Linda Cohen Turner, '68
Joyce Menter Wallace, '50

Professional Staff
Sheryl Bize-Boutte, '73
Interim Alumnae Director
David M. Brin, MA '75
Director of Communications and
Mills Quarterly Editor
Doreen Bueno, '97
Records Administrator
Donna Castro
Director of Alumnae Relations
Erinn House
Administrative Assistant
Laurie Krane
Executive Assistant
Pat Soberanis
Associate Editor, Mills Quarterly
William White
Staff Accountant
Administrative Offices

M Center/Academic Records
Carnegie Hall 101, 510.430.2000
records@mills.edu

Accounts Payable
Sage Hall, 510.430.2121
accts_pay@mills.edu

Admission
Mills Hall 200, 510.430.2135
admission@mills.edu

Athletics
Haas Pavilion, 510.430.2172
athletics@mills.edu

Art Museum
Aron Art Center, 510.430.2164
museum@mills.edu

Audio-Visual Technical Services
Fine Arts Annex, 510.430.2211
av@mills.edu

Campus Facilities
Corporation Yard, 510.430.2146
facilities@mills.edu

Cashier
Sage Hall, 510.430.3205
cashier@mills.edu

Central Systems & Administrative Computing
Lucie Stern 33, 510.430.2241
csac@mills.edu

Chapel
510.430.3123
chapel@mills.edu

Chapel Rental
510.430.2145
conference@mills.edu

Children’s School
Education Center, 510.430.2118
children@mills.edu

College Events/Master Calendar
Sage Hall 135, 510.430.3230
lln@mills.edu

Computing Services
Lucie Stern 21, 510.430.2005
helpdesk@mills.edu

Conference Services
White Hall RCO, 510.430.2145
conference@mills.edu

Controller’s Office
Sage Hall, 510.430.3322
controller@mills.edu

Development/Institutional Advancement
Carnegie 150, 510.430.2097
donors@mills.edu

Dining Services
Sage Hall 138, 510.430.2042
dining@mills.edu

Directions to Mills College (recording)
510.430.3250

Financial Aid/M Center
Carnegie Hall 101, 510.430.2000
fin_aid@mills.edu

Founders Commons Dining Hall
510.430.2061
dining@mills.edu

Graduate Studies
Mills Hall 226, 510.430.3309
grad_studies@mills.edu

Housing Management and Dining Services
Sage Hall 138, 510.430.2127
housing@mills.edu

Human Resources
Sage Hall 128, 510.430.2282
hr@mills.edu

Institutional Advancement
Carnegie 150, 510.430.2097
donors@mills.edu

Institutional Research
Mills Hall 119, 510.430.2084
ir@mills.edu

Library
Olin Library, 510.430.2196
library@mills.edu

Lost & Found
Sage Hall 141, 510.430.3151
safety@mills.edu

M Center
Carnegie Hall 101, 510.430.2000
m_center@mills.edu

Mail & Copy Center
Sage Hall 115, 510.430.2149
mail_copy@mills.edu

Marketing
Mills Hall 122, 510.430.3239
marketing@mills.edu
Office of Institutional Advancement  
Carnegie 150, 510.430.2097  
donors@mills.edu

Office of Student Life  
Cowell Building, 510.430.2130  
student_life@mills.edu

Payroll  
Sage Hall 102, 510.430.2122  
payroll@mills.edu

Personnel  
Sage Hall 128, 510.430.2282  
hr@mills.edu

Pool  
Trefethen Aquatic Center  
510.430.2170

President’s Office  
Mills Hall 109, 510.430.2094  
president@mills.edu

Provost  
Mills Hall 202, 510.430.2096  
provost@mills.edu

Public Safety  
Sage Hall 138, 510.430.2124  
safety@mills.edu

Registrar/M Center  
Carnegie Hall 101, 510.430.2000  
records@mills.edu

Residential and Commuting Life  
Cowell 117, 510.430.2130  
rcl@mills.edu

Student Accounts/M Center  
Carnegie Hall 101, 510.430.2000  
stu_accts@mills.edu

Switchboard  
Sage Hall 115, 510.430.2255  
mail_copy@mills.edu

Tea Shop  
Rothwell Center, 510.430.3262  
dining@mills.edu

Telephone Services  
Lucie Stern 32, 510.430.3265  
telecom@mills.edu

Transcripts/M Center  
Carnegie Hall 101, 510.430.2000  
records@mills.edu

Vice President/Treasurer  
Mills Hall 115, 510.430.2125  
vpt@mills.edu

Alumnae Admission Representatives  
Applicants who are not able to travel to our campus for an admission interview may wish to arrange for an interview with one of our alumnae admission representatives. Please call the Admission Office at 800.87.MILLS or 510.430.2135 for the name of an alumna representative near you.
Directions to Mills

Mills is centrally located at 5000 MacArthur Boulevard in Oakland at the junction of Interstate 580 and Highway 13. Drivers coming from the north, follow the I-580 exit directions carefully, because there are three MacArthur Boulevard exits in Oakland.

Public transportation and trip planning information can be accessed via the web or telephone using the following resources:

**Mills College Directions**
- www.mills.edu/maps
- 510.430.3250

**Travel Information**

**511™ Bay Area Travel Guide**
511 is a phone and Web service that provides information on traffic conditions, detailed public transportation routes and fares, carpools, bicycling information, schedule, route, and fare information for the Bay Area’s public transportation services.
- www.511.org
- Dial 511 or 510.817.1717

**From San Francisco or San Francisco International Airport:**
By Car: Take 101 north from the airport towards I-80 and the Bay Bridge. From the east end of the Bay Bridge, take I-80 to I-580 east toward Hayward-Stockton. Take the second MacArthur Blvd. exit (about 8 miles from the bridge), between High Street and Seminary Ave. exits. From the freeway off-ramp, bear right onto MacArthur Blvd. and turn left at the first stop light into the Mills campus.

**From Downtown Oakland:**
By Car: Take I-580 east toward Hayward-Stockton. Take the MacArthur Blvd. exit between High Street and Seminary Ave. exits. From the freeway off-ramp, bear right onto MacArthur Blvd, and turn left, at the first stop light, into the Mills campus.

**From Berkeley and points north:**
By Car: Take I-80 south to I-580 east toward Hayward-Stockton. Take the second MacArthur Blvd. exit (about 8 miles past the Bay Bridge maze) between High Street and Seminary Ave. exits. From the freeway off-ramp, bear right onto MacArthur Blvd. and turn left at the first stop light into the Mills campus.

**From Downtown Berkeley:**
By Car: Take Ashby Ave. to Tunnel Road and onto Highway 13 south. Take the San Francisco exit onto I-580 west, stay in the exit lane and immediately take the MacArthur/High Street exit. Turn left at the stop sign and proceed under the freeway overpass. Turn left at the stoplight onto MacArthur Blvd. Once on MacArthur, turn left at the first stop light into the Mills campus.

**From Hayward and points east:**
By Car: Take I-580 west to the MacArthur Blvd/High Street exit just after the junction with Highway 13. Turn left at the stop sign and proceed under the freeway overpass. Turn left at the stoplight onto MacArthur Blvd. Once on MacArthur, turn left at the first stop light into the Mills campus.

**From Oakland Airport and points south:**
By Car: Follow the signs to I-880 north. Take I-880 north to High Street, about two miles past the Oakland Airport exit. Turn right onto High Street and continue about three miles. Go under the freeway overpass and turn right onto MacArthur Blvd. Go under the freeway again, bearing right to the stop sign. Directly ahead, turn left, at the first stop light, into the Mills campus.

**From Concord/Walnut Creek:**
By Car: Take I-680 south to Highway 24 west. Come through the tunnel. Get onto Highway 13 south toward Hayward. Take the San Francisco exit onto I-580 west. Stay in the exit lane and immediately take the MacArthur/High Street exit. Turn left at the stop sign going under the freeway overpass. Turn left at the stoplight onto MacArthur Blvd. Once on MacArthur, turn left at the first stop light into the Mills campus.
Other Travel Options
Shuttles
Shuttles to and from the airport should be reserved one to two days in advance. To make reservations from the San Francisco airport, call the Bay Porter Express at 415.467.1800. From the Oakland Airport, call the Bay Porter Express at 510.864.4000 or the East Bay Connection at 800.675.3278.

Alameda-Contra Costa Transit (AC Transit)
- www.actransit.org
- 510.891.4777

Bay Area Rapid Transit (BART)
- www.bart.gov
- Oakland/Berkeley/Orinda: 510.465.2278
- San Francisco/Daly City: 415.989.2278
- South San Francisco/San Bruno/San Mateo: 650.992.2278
- Concord/Walnut Creek/Lafayette/Antioch/Pittsburg/Livermore: 925.676.2278
- Hayward/San Leandro/Fremont/Union City/Dublin/Pleasanton: 510.441.2278
- Richmond/El Cerrito: 510.236.2278

San Mateo County Transit (SamTrans)
- www.samtrans.org
- From area codes 408, 415, 510, 650, 707, 831 and 925, call: 880.660.4287
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